

# JACKSON

## *Journal*

APRIL - JULY  
2013

**Victory  
Starts Here**



**TRADITION ★ TRAINING ★ TRANSFORMATION**





# Jackson Journal

*Commander, USATC  
and Fort Jackson*

*Post Command  
Sergeant Major*

## **Editorial Staff**

*Editor in Chief*

*Executive Editor*

## Featured Articles

### 6 A Commentary on Leadership Development

*COL Mark Bieger*

*Leadership is a popular word in the military; discussed often, written about regularly, thought about some, but rarely understood.*

### 14 The Challenges of being a Drill Sergeant

*SGT Andrea Uzategui*

*Being a Drill Sergeant is one of the best experiences that a Non-Commissioned Officer can have in their military career.*

### 16 Millennials in Initial Military Training: What Recent Studies Reveal about Your Trainees, Drill Sergeants, and AIT Platoon Sergeants

*Stephanie T. Muraca, Ph.D.*

*The average BCT, AIT, or OSUT Trainee is 22 years old; the average Drill Sergeant is 30, and the average AIT Platoon Sergeant is 33. What these seemingly disparate groups of Trainers and Trainees have in common is that most belong to the same generation – the Millennial Generation.*

### 22 Planning, Resourcing and Implementing Effective Concurrent Training

*CPT Marek Gazda*

*Planning for concurrent training needs to occur at the same time as planning for your main training event.*

### 24 Managing Expectations

*COL Odie Sheffield*

*What is the purpose of Basic Combat Training (BCT)? What outcome does the Army desire when they recruit, enlist, and provide initial entry training to a civilian before they report to their deployable unit?*

### 30 Intentional Marriage: Enrichment on the Trail

*Chaplain (CPT) Michael Fox*

*The definition of "insanity" is doing the same thing over and over again and expecting different results. Has insanity entered into your marriage relationship?*

### 34 Three Basic Requirements: PT /BRM / Resiliency

*1SG Thip Siyajuck-Lynn*

*Now that I am a Basic Combat Training First Sergeant at Fort Jackson, I realized what a great opportunity I have to be part of the transformation and Soldierization process.*



**38 Fostering Intellectual Curiosity in a Training Environment**

*Keith H. Ferguson*

*Intellectual curiosity is the pursuit of knowledge as a value in and of itself.*

**44 I Will Be Sure Always: Airborne Orientation Course (AOC)**

*CPT Ori Avila*

*The AOC program on Fort Jackson is the only one in the entire US Army.*

**46 Professionalism in Fiscal Austerity: Lessons from our Army's Past**

*COL Joseph McLamb*

*As we face an austere fiscal future ourselves, we might do well to look back on how our predecessors performed under much more demanding conditions. We might learn a thing or two about professionalism.*

**50 Using the CMRP as an Approach to Building Resiliency**

*Chaplain (CPT) George Perry and LTC Eric Schourek*

*Resiliency is broadly defined as an ability to adapt to pressures and return to normal – much as a tennis ball is crushed when struck, but immediately returns to roundness.*

**52 Soldiers need Leadership not Liker-ship**

*CPT Camille N. Morgan*

*Leadership is not measured by a popularity contest.*

**56 Fueling Future “Tactical Athletes” in Basic Combat Training (BCT)**

*CPT Vincent Cerchione*

*We must approach Soldier fueling with the same mindset that we do with fueling our vehicles.*



---

# *From the Commanding General*

---

As we begin publishing the second year of the Jackson Journal, your articles continue to impact not only the training of Soldiers at Fort Jackson but throughout the entire Initial Military Training community and our Army. The Sustainment Warfighters' Forum Lessons Learned newsletter has started featuring issues of the Journal and numerous articles from past issues have been reprinted by multiple media outlets. This is truly a testament to the incredible emphasis that all leaders have placed on the importance of a unit's professional writing program. Thanks for your support!



Our feature article this issue, written by COL Mark Bieger, 171st Infantry Regiment Commander is focused on leadership and describes “who” a leader should be. The main theme of his article is that our Army, and by extension all of us as leaders at Fort Jackson, should be developing leaders of character, guided by purpose, people and passion and ultimately committed to service.

SGT Andrea Uzcategui shares some great insights and thoughts in her outstanding article titled “The Challenges of Being a Drill Sergeant”. After reading her article you will have a renewed sense of pride in the professionalism and commitment that our DS's display every day.

Dr. Stephanie Muraca's article titled “Millennials in Initial Military Training: What Recent Studies Revealed about your Trainees, Drill Sergeants and AIT Platoon Sergeants” is a must read for all leaders. Her article highlights leadership strategies that recent IMT studies suggest work best with the Soldiers of the Millennial Generation that we train and lead.

Finally, Chaplain (CPT) Michael Fox has written a superb article titled “Intentional Marriage: Enrichment on the Trail”. His article outlines a proactive approach towards having marriage success, as you define it, while on the trail as a Drill Sergeant.

As the 45th Commanding General of the USATC and Fort Jackson I am thankful for your extraordinary service and humbled by your professionalism as we strive to become the Preeminent Training Center in all of DoD.

Bryan T. Roberts  
BG, USA  
Commanding

---

# *Post Command Sergeant Major*

---

As I look back on my career I seem to always remember military operations, both tactical and administrative, that I saw where done wrong before I remember all the correct missions conducted. I attribute this to having been brought up by both professional Officers and NCOs who shared best practices and solid AARs with me.

The Jackson Journal has the benefit of reaching out and sharing best practices to a huge audience. The quality and diversity of the articles written in our Journal show the large spectrum of quality Warriors within our ranks.

As we continue to refine our POIs within TRADOC and more specifically on Fort Jackson it is absolutely critical that we tap into all levels of our Soldiers, Sailors, Airmen and Marines to ensure we are relevant.

Whenever we are training we have to measure our effectiveness. As an Infantryman I call this down range feedback. How do we measure our performance? Effective AARs, sensing sessions, phase counseling, and surveys are a few techniques. Don't ever hesitate in getting to the root of your effectiveness by asking the Trainee if they understand what you are trying to convey. We have to understand that most times we are teaching across numerous generations and our youth learn differently than our older instructors.

Finally, maintain contact with your peers in the operational force. Ask them if the newest Soldiers arriving to their organizations are coming with the skills required to perform their war time mission. Share what you receive from deploying units and stay relevant about our current conflict(s) as well as the projected threats across the globe.

Thanks to all for stepping up and making a difference every day! As members of our Armed Forces assigned to a pure training installation you have more influence on the future of our Force than you could ever imagine. Train each and every individual on this Post like you will be taking him or her into combat as a member of your team. You will be surprised over time as you spend years in the service of our country how often you will be approached and thanked for your professionalism, passion, and pride you displayed and passed on to others.



## **Victory Starts Here!**

Kevin R. Benson  
CSM, USA  
PCSM

# **“A COMMENTARY ON LEADERSHIP DEVELOPMENT”**



COL Mark Bieger

*Today, more than ever in history, the Army is in need of leadership of the highest caliber. With the increase in the complexity of warfare, the science of war is increasingly dependent upon human guidance. No matter how complicated it may become, war is always waged by men. The man who leads and the men who are led win wars. Every member of our military force must be a leader, actually or potentially.”*

*Leadership”, Department of the Army, 1951<sup>1</sup>*

*It is about Marines.*

*“Leading Marines”, U.S. Marine Corps, 2002<sup>2</sup>*

## **Leadership Defined**

Leadership is a popular word in the military; discussed often, written about regularly, thought about some, but rarely understood. It is a word that suffers from both a lack of definition and more importantly, a lack of shared understanding. This lack of definition and understanding leads to a variance in how leaders are developed, trained and mentored. Surprisingly, the word will not be found in the U.S. Military’s Joint Doctrine. Not surprising though, it remains one of the foundational elements of our profession and its development is in some cases, the most important thing we do. Leadership as an idea is something that everyone would like to learn more about, organizations would like to have more of and subordinates would like to see more often. Yet, we still struggle to understand what it is and why it is important. Until very recently, the military’s collective efforts appear to be an attempt to standardize leadership development using lists and scripts. In addition and in an era of decreasing resources and budgets, the military seems to be increasingly focused on savings and efficiency. These two observations obviously have some impact on the way we approach leader development. I will argue that our Army should change its approach from an overall focus on ‘what’ a leader does to ‘who’ that leader should be. *Our Army, and by extension all of us as leaders at Fort Jackson, should be developing leaders of character, guided by purpose, people and passion and ultimately committed to service.*

<sup>1</sup> Department of the Army, “Leadership”, Field Manual 22-10 (Washington D.C.: U.S. Department of the Army: 1951), pg iii.

<sup>2</sup> Headquarters, U.S. Marine Corps, “Leading Marines”, Marine Corps Warfighting Publication 6-11, (Washington D.C.: U.S. Marine Corps: 2002), pg 4.

Leadership is a difficult word to describe. Merriam-Webster defines it as an office, the capacity to lead, or an instance of leading.<sup>3</sup> The U.S. Military takes a number of different perspectives to the concept of leadership. Today, the U.S. Army defines leadership as “the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.”<sup>4</sup> In 1951, the U.S. Army stated that leadership was “the art of influencing and directing men to an assigned goal in such a way as to obtain their obedience, confidence, respect, and loyal cooperation.”<sup>5</sup> The U.S. Marine Corps describes a leadership philosophy and an approach to leadership but avoids a specific definition.<sup>6</sup> Instead the manual defines leadership foundations, principals and traits. The U.S. Air Force defines leadership simply as “the art and science of influencing and directing people to accomplish the assigned mission.”<sup>7</sup> The manual continues by describing the two fundamental elements of leadership: the mission and the people.<sup>8</sup> Finally, the U.S. Navy describes principles and characteristics, but does not formally define the term. The U.S. Military defines leadership, the word, in a number of ways. It approaches leader development from different perspectives and methods as well. Although there are some differences perhaps in terminology or approach, the U.S. Military would universally agree that it cannot operate without it.

*“...the art of command resides in the commander’s ability to use situational leadership to maximize operational performance. The combination of courage, ethical leadership, judgment, intuition, situational awareness, and the ability to consider contrary views... helps commanders make difficult decisions in complex situations. The desired result is the conscious and skillful exercise of command authority through visualization, decision making, and leadership.”<sup>9</sup>*

More importantly, perhaps, than how the specific word is defined, is how it is viewed and developed. A leader is born with some traits and qualities, many of them physical in nature, but he or she learns much about leadership over the course of their lives. The services work very hard to identify those individuals with the greatest potential and train and develop them to be the best leaders possible for the organization. The Army is no different.

## A Review of Leadership Doctrine

“Principles don’t change - but battlefield execution in accordance with these principles has changed drastically. Soldiers don’t change - but the tools of their trade are changing in a revolutionary way . . . A General must be versatile enough to take into battle the existing technology of whatever moment in time he is called upon to fight. The job of a general is to be a battlefield leader, a tactician, a logistician, a commander who readies his force for battle with enlightened training and leads it into the fight with inspirational tactical judgment and a deep understanding of soldiers.”

General John Galvin, 1985<sup>10</sup>

The training and development of leaders is arguably the most important task the military is responsible for in peacetime. By developing the strongest, most capable leaders the military should be able to trust the actions of all units and organizations in virtually any situation. Leaders that are competent (fully trained) and possess character (honest, loyal, trustworthy) should be able to make the right decisions and guide their unit to successful mission accomplishment.

3 Merriam-Webster On-Line, “Leadership”, Accessed on 13 Jan 2011 at <http://www.merriam-webster.com/dictionary/leadership>

4 Department of the Army, “Army Leadership” Army Doctrine Publication 6-22 (Washington D.C.: U.S. Department of the Army, August 2012), pg 1.

5 Department of the Army, “Leadership”, Field Manual 22-10 (Washington D.C.: U.S. Department of the Army: 1951), pg 3.

6 Headquarters, U.S. Marine Corps, “Leading Marines”, Marine Corps Warfighting Publication 6-11, (Washington D.C.: U.S. Marine Corps, 2002), pg 1-109.

7 Department of the Air Force, “Leadership and Force Development”, Air Force Doctrine Document 1-1 (Washington D.C.: U.S. Department of the Air Force, Feb 2006), pg 1.

8 Ibid, pg 1.

9 Department of Defense, “Joint Operations”, Joint Publication 3-0, (Washington D.C.: U.S. Department of Defense, Aug 2011), pg II-1.

10 Galvin, John General, Statement as Commander of U.S. Southern Command, 1985, Department of the Army Pamphlet 600-65 (Washington D.C.: U.S. Department of the Army, 1985), pg 8.



The military continually evaluates its efforts to develop the best leaders and makes changes according to their success and the current challenges facing those leaders. The U.S. Army conducted one such study in 2004. This study, the culmination of three years of work and numerous efforts, examined the evolution of Army Leadership philosophy, doctrine and development.<sup>11</sup> Beginning with the first known, written document describing Army Leadership in 1946 and tracing the evolution of those documents up until 2004, the study group was able to assess the critical changes and continuity of the Army's perspective on leadership. From 1946 to 1958, the manuals captured a series of leadership descriptions from qualities (23), to principles (11) and finally to traits (12 to 14).<sup>12</sup> These descriptions attempted to define in various words: what a leader should be, how that leader should act, or what that leader should do.<sup>13</sup>

Two more traits, loyalty and integrity were added in the 1958 manual.<sup>14</sup> All of these manuals were attempts by the Army at articulating what leadership should be. They were reflections of the Army's senior leadership at the time, the organization itself and the environment in which it was required to operate in. World War II and the Korean War were massive in scale and cost to the country and the military. They were also significant challenges to leaders at all levels. Many of the qualities and principles captured in these early documents mirrored these challenges. Words like courage, decisiveness, responsibility and endurance echo with the sounds of violent clashes in the plains of Europe or the mountains of Korea. Although there are some differences noted in the manuals up to this point, the similarities are much greater in number and seem to reinforce the timeless nature of military leadership.

As the U.S. Army entered, fought and attempted to recover from the Vietnam War, the leadership manuals showed subtle evidence of change as well. Concepts and ideas such as needs, supervision and dealing with civilians entered the language of leadership development.<sup>15</sup> As the Army continued its growth and transformation in the 80s and 90s, the leadership doctrine showed further change as well. Leader values and factors were introduced and the first use of competencies was developed. In addition, the Army's number of leadership manuals multiplied by a factor of 4 and hundreds of additional pages.<sup>16</sup> The complexity of these manuals increased although the themes and messages contained therein remained largely constant. "This review of Army leadership doctrine revealed that although the Army leadership frameworks have evolved in complexity, much of the content of these frameworks has persisted over several decades."<sup>17</sup>

Self Confidence	Obedience	Loyalty	Neatness
Precision	Dependability	Friendliness	Self-Control
Endurance	Decisiveness	Courage	Truthfulness
Humor	Sincerity	Resourcefulness	Initiative
Honesty	Decency	Thoughtfulness	Enthusiasm
Justice	Impartiality	Coolness in Battle	

23 Identifiable Qualities of Leadership from FM 22-5 (U.S. War Department, 1946)

Know your job.
Know yourself and seek self-improvement.
Know your men and look out for their welfare.
Keep your men informed
Set the example.
Ensure the task is understood, supervised, and accomplished.
Train your men as a team.
Make sound and timely decisions.
Seek responsibility and develop a sense of responsibility in your subordinates
Employ your command in accordance with its capabilities.
Take responsibility for your actions.

11 Principles of Leadership from FM 22-10 (Department of the Army 1951)

Bearing	Courage	Decisiveness	Dependability
Enthusiasm	Initiative	Integrity	Endurance
Justice	Tact	Unselfishness	Knowledge

Leadership Traits of FM 22-100 (Department of the Army, 1953)

11 Horey, Jeffrey and Jon J. Fallesen, "Competency Based Future Leadership Requirements." United States Army Research Institute for the Behavioral and Social Sciences (Arlington, Virginia: U.S. Army Human Resources Command, July 2004) pg 11-20.

12 Ibid, pg 17-19.

13 Ibid, All Tables taken from the USAHRC Study, pg 18-19.

14 Ibid, pg 19.

15 Ibid, pg 19-20.

16 Ibid, pg 19-21.

17 Ibid, pg 24.



Until very recently, the Army has continued to move in the direction of complexity. The current Army leadership doctrine, is 2 manuals (Army Doctrinal Publication, Army Doctrinal Reference Publication), and a combined total of 126 pages long and contains a listing of values, requirements, competencies, roles, components and a creed.<sup>18</sup> They are a culmination of 65 years of written doctrine and over 230 years of U.S. Army experience. The documents capture the significant and complex challenges that leaders face today and will most likely face tomorrow. Finally, they are a reflection of the thousands of young men and women that wear the uniform proudly today. The current ADP and ADRP are very well written and attempt to capture the essence of leadership, a significant improvement over the previous Field Manual that they have replaced (over 220 pages long). In some ways these pages move us in this direction that I am arguing for. ADP 6-22 describes 3 attributes that a leader must possess as character, presence and intellect.<sup>19</sup> These 3 attributes are a more simple description of what a leader should be and those pages do a remarkable job at defining leadership. The two new documents are a clear step in the right direction and move towards describing the 'who' of leadership in balance with the 'what'.

But does our combined doctrine need to be so long? Do the challenges we face today, and possibly tomorrow, require a leadership doctrine that has grown by a factor of almost 15 times? Is the security environment so complex that it requires a commensurate growth in the complexity of our leadership doctrine and development?

## The Future Security Environment

*Never let the future disturb you. You will meet it, if you have to, with the same weapons of reason which today arm you against the present.*

*Marcus Aurelius, Roman Emperor (121-180 A.D.)<sup>20</sup>*

There is a great degree of uncertainty when looking to the future. With the end of the Cold War, the events of 9/11 and the wars of the past decade, the future security environment is both unclear and potentially insecure. The forecasts of the future range from persistent conflict, a clash of civilizations, a struggle for natural resources and even a global war. The most recent National Defense Strategy summarizes this environment as follows:

“For the foreseeable future, this environment will be defined by a global struggle against a violent extremist ideology that seeks to overturn the international state system. Beyond this transnational struggle, we face other threats, including a variety of irregular challenges, the quest by rogue states for nuclear weapons, and the rising military power of other states. These are long-term challenges. Success in dealing with them will require the orchestration of national and international power over years or decades to come.”<sup>21</sup>

These forecasts of the future are echoed by multitudes of government agencies, security think-tanks, national writers and the President of the United States himself.<sup>22</sup> These forecasts resonate through every service in the military and are evident in our organization, training and preparation for future conflict.



<sup>20</sup> Marcus Aurelius, “Meditations”. Book 7, Accessed on 4 April 2013 at <http://classics.mit.edu/Antoninus/meditations.html>.

<sup>21</sup> Department of Defense, “National Defense Strategy”, (Washington D.C.: U.S. Department of Defense, June 2008), pg 1-4.

<sup>22</sup> Office of the President of the United States, “National Security Strategy”, (Washington D.C.: Office of the President of the United States, May 2010), pg 4-6.

The future security environment is uncertain and clearly affected by changes in technology and globalization. The complexity of the future battlefield and future conflict will require leaders that are fully trained and prepared to act as necessary. There are specific procedures that must be learned and pieces of equipment that must be studied and understood. The question is, how are those requirements of leaders different from what they were in General Bradley's time or General Pershing? How are the challenges facing naval leaders different than what they were in Admiral Nimitz' fleet? How are the complexities of this security environment different than what they were on the battlefields of Gettysburg, the Somme or Normandy? How are they more challenging to ship captains today than they were in the sea battles of New Orleans, Midway or Leyte Gulf? The complexities and challenges appear to be relative to the leaders who fought those battles and led in those wars. Technology and the situation changes, people don't. And leadership is about people.



In looking to the future, the National Defense Strategy goes further by stating that the military "should also develop the military capability and capacity to hedge against uncertainty, and the institutional agility and flexibility to plan early and respond effectively alongside interdepartmental, non-governmental and international partners."<sup>23</sup> In other words, the military must develop leaders, competent and of character, able to plan and act to overcome uncertainty – and defend the Nation.

### *The Solution – Leaders of Character*

*The qualities that distinguish a leader from other men are courage, will power, initiative, and knowledge. If you have not got those qualities you will not make a leader; if you have them, you will.*

*Field Marshall Sir William Slim*<sup>24</sup>

*The greatest leader in the world could never win a campaign unless he understood the men he had to lead.*

*General Omar Bradley, 1952*<sup>25</sup>

A review of our leadership doctrine and thought shows the military's continued effort to define 'what' a leader should do or 'how' a leader should act. Those efforts have resulted in lists, charts and diagrams that attempt to depict the 'what' of leadership. The doctrine grows by pages and volumes, but in essence, fails to clearly analyze and describe 'who' a leader should be. The challenge of the future security environment appears to be uncertain, at best. That challenge cannot be fully quantified or described today. Commanders in the years ahead will not be able to ascertain the specific threat, location or attack that our military will face. In short summary, we will not know the 'what' that we will face in the years ahead; at best, we may be able to analyze and describe the 'who'.

Because of these two important considerations – the evolution and increasing complexity of our leadership doctrine and the future security environment – the military should take a step back, perhaps, and focus on who our leaders should be.

The same review of our leadership doctrine highlights and stresses one quality that our leaders should possess, character, and three principles that should make up their focus and philosophy, purpose, people and passion. Our leaders of the future must be men and women of character. The Army's newest leadership doctrinal publication defines character as "comprised of a person's moral and ethical

<sup>23</sup> Ibid, pg 5.

<sup>24</sup> Slim, Sir William Field Marshall, "Address to West Point, 1950", Department of the Army Pamphlet 600-65 (Washington D.C.: Department of the Army, 1985), pg 27.

<sup>25</sup> Bradley, Omar General, "Lecture at West Point, 1952", Department of the Army Pamphlet 600-65 (Washington D.C.: Department of the Army, 1985), pg 11.

qualities, helping determine what is right and giving a leader motivation to do what is appropriate, regardless of the circumstances or consequences”<sup>26</sup>. This character will make them fully capable for the moral and ethical challenges of the future. Honesty, loyalty, candor and personal courage will be the foundation that they stand on and they make judgments from, regardless the situation. The character, especially in an environment of uncertainty and difficulty, will enable our leaders to make the right decision, no matter the difficulty.

Our leaders must be guided by purpose. They must understand the mission given to them and their unit and translate that in to simple, understandable and achievable orders. They must have the intellect, training and experience to make those plans and orders and the ability to articulate them to their staffs and subordinates, no matter the complexity. Most importantly, they must be able to define purpose. Our leaders must know the why of any given mission and communicate that clearly and effectively to their units to guide the organizational actions and efforts.

Our leaders must be guided by people. This may seem ironic as the people are the ones being led, but it is equally as important as purpose. Our leaders must understand why they exist. Leadership exists to serve and guide their subordinates. Leaders must take every action to create conditions for their subordinates to succeed, excel and thrive. They must work tirelessly to train their ‘people’ to the highest degree possible, under the most challenging and difficult conditions. They must hold them accountable for their actions and reward them upon excellence. Leaders must never get in the mindset that they or their careers are more important than their units or their subordinates. By committing themselves unequivocally to their subordinates, their subordinates will in turn act with a degree of loyalty and dedication that will always accomplish the mission.

Finally, our leaders must be guided by passion. This is not a romantic or careless emotion that will push leaders to the wrong direction, beyond a unit’s capacity or to a clouded view of the future. This is a level of passion that convinces organizations, subordinates and all others that the unit’s mission is important, necessary and attainable. A leader must be able to instill motivation and commitment in his or her unit. This cannot be attained solely with long, loud speeches or false mottos. It cannot only be attained by a leader truly believing in what is to be done, truly acting on behalf of his/her subordinates and truly displaying passion for the profession and the mission.



The final and arguably the most important aspect of leadership, captured over years but very difficult to describe is the idea of service. In almost of our leadership doctrine and writing we focus on the leader. We struggle to describe what that leader should do, how he or she should act and what that leader should be. This focus places almost all of the discussion on the leader and misses probably the most important part of the discussion – the led. This is understandable as we are not writing leadership doctrine and trying to capture what he or she’s Soldiers should be or the units should look like. We are focused on the leader. The negative effect of this focus, I feel, is that we shape our development efforts on the individual and cause them to focus inward to a fault. By concentrating the discussion on the leader, we, and the leader, sometimes lose sight of the most important part of our Army, the led.

<sup>26</sup> Department of the Army, “Army Leadership” Army Doctrine Reference Publication 6-22 (Washington D.C.: U.S. Department of the Army, August 2012), pg 1-104.

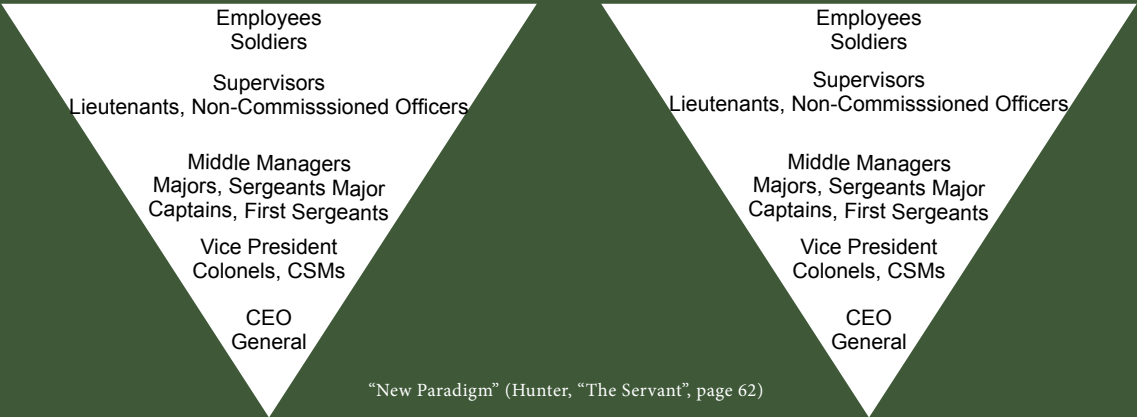
James C. Hunter, a noted author and speaker, captures this idea clearly in one of his books, “The Servant”.<sup>27</sup> He writes that many hierarchical and large organizations operate in a ‘pyramid’ system where the entire organization is focused at what the leader wants or needs. Every member of the organization is focused ‘upwards’ at their supervisor, the CEO, the president or the general. The members of the organization concentrate their attention and efforts solely at what the senior leader wants or needs. This dynamic is captured very simply in the following diagram:



“Old Paradigm” (Hunter, “The Servant”, page 59)

This is understandable to some degree of course, because the organization must respond to and accomplish the missions that are assigned by their leader or their higher headquarters. The danger, Mr. Hunter argues, is that organizations with this culture will move only as fast as the senior leader, will not reach the full potential of their employees and the organization, and will ultimately fail. The ‘wants and needs’ of the subordinates will always fall a distant second or lower to other priorities in the organization, and at worse, will not be considered at all.

This ‘pyramid’, Mr. Hunter suggests, should be turned upside down as follows:



“New Paradigm” (Hunter, “The Servant”, page 62)

27 Hunter, James C., “The Servant. A Simple Story About the True Essence of Leadership.” (New York: Random House Publishing Company, 1998) pg 47-70



The most important member of the organization, in the 'Old Paradigm' is the leader at the top of the pyramid, the general. The most important member of the organization in the 'New Paradigm', is also the individuals at the 'top of the pyramid', but in this paradigm, it is the Soldier. If every leader in the organization is focused on what their subordinates need to have to be successful, the organization will begin to gain momentum and move forward at a much higher productivity or level of success. If subordinates feel that their leaders have their best interests in mind and truly believe that they are a valued member of the organization, then two things are generated that create a momentum and energy of their own – trust and teamwork. Trust and teamwork are organizational imperatives that build cohesion and truly allow a group of people to exceed their expectations and reach their full potential.

This simple diagram captures the idea of service to others. It is an aspect of leadership and one of our Army Values that is loosely talked about, regularly misunderstood and always underestimated. If our leaders focused more at what their subordinates need to be successful, their 'wants and needs' instead of solely what the 'commander wants or needs', the entire unit would benefit and success would surely follow. Over time, success would be joined with cohesion, esprit and an organization's genuine desire to improve.

This leadership approach is applicable at all levels and all parts of our Army. Here at Fort Jackson, we train our Nation's newest Soldiers, and we are collectively responsible for the development and mentorship of the leaders that directly conduct that training. Very few of us, unless you are a Drill Sergeant, an AIT Platoon Sergeant or an instructor/trainer have direct access or impact on the youngest privates that move through the portals of Fort Jackson. Most of us indirectly lead, guide or support that training effort. The idea of service is no less important here at Fort Jackson than anywhere else. In fact, it is probably more important. Our mission,

as leaders, commanders, first sergeants and command sergeants major is to build an environment, provide the guidance and gather the resources to enable these non-commissioned officers to conduct the training mission and reach their fullest potential. If we, as leaders, focus our efforts at creating that type of environment, our post will begin to generate a momentum that will surprise even those that have served here for many years. Our non-commissioned officers, fully resourced, trained and empowered will take training and all of Fort Jackson to a new level. And ultimately, our youngest Soldiers will benefit and enter the Army at a much higher level of competence and confidence than they do today.

If combined together successfully, the principles of purpose, people and passion will capture the long lists of characteristics, attributes and traits that our leadership doctrine and training attempt to define today. These three principles, ingrained in leaders of character, will provide our military with the kind of leadership at all levels that will guide us to success and security in the future. They will be able to act in environments of uncertainty and chaos. They will be able to make the decisions absolutely necessary at the moment and those that will shape success in the long-term future. They will lead our Nation's sons and daughters in the conflicts and wars of the future, to attain a better and long-lasting peace.

They will uphold their oaths to the Constitution, as envisioned by our Founding Fathers, and will never fail – regardless the challenges, difficulties and future adversaries. As leaders of character, guided by purpose, people and passion and committed to service, they will serve our generation and many generations to come in defending our Nation and developing future leaders to follow.

---

*COL Mark Bieger is the Commander of the 171st Infantry Brigade at Fort Jackson, SC*

---

# THE CHALLENGES

## OF BEING A DRILL SERGEANT

SGT ANDREA UZCATEGUI

*Being a Drill Sergeant is one of the best experiences that a Non-Commissioned Officer can have in their military career. It is an honor to serve and train new recruits that choose to make a change in their lives, but with the love and the glory of the job, there are many challenges and prices that you must pay.*

One of the first challenges that I faced when I first started on “the trail” was this generation of recruits entering into the Army and how can I adapt training in order to teach and mentor them to the best of my abilities. When I came into the Army I don’t recall asking my Drill Sergeants what their expectations were after being given a task. We were told to execute and you learned how to make it happen as a team. If the outcome was wrong, at the end of the day you received some retraining but you learned and the next time you accomplished the task correctly. The mindset of today’s recruits is different due to the way they are being raised. It’s tough for them to think outside the box and work as a team. You must inform them of every single tiny detail because there seems to be no understanding of what an implied task is anymore. After weeks of frustration, I could only adapt and overcome. I began to inform my platoon what my expectations were from the very beginning and that to make it in Basic Combat Training they must learn to become independent and confident but still be a team player because you cannot be a great leader without knowing how to follow. This challenge was only the beginning.

The next hurdle was the restrictions and limitations on how to create a challenging environment that induces stress at the right time for recruits. It seems that as a Drill Sergeant, since we are training recruits Basic Combat skills, we would introduce stress at all times. This is especially true due to the fact that we are a country at war, but many times it is very difficult because times have changed. We are at a time when recruits ask “Why is this not tougher?” The truth is that this generation, Generation “Y” are completely different. According to a study from the University of New Hampshire management professor Paul Harvey, Generation Y, although ranked in the top 20 percent in their level of entitlement they feel as if they are entitled and do not have to work as hard to achieve their goals. Also, because of this they end up having higher levels of disappointment and depression. Their self esteem reaches new lows if they do not succeed. A digital world is the world they live in and has caused them to seclude themselves. Many say that the military has gotten soft but the reality is that the world is changing so we as a whole must change with the times that we are in. Recruits can barely deal with the little stressors that enter their daily lives and find it extremely difficult to cope. These challenges almost make it tougher than any other because we have

limitations to abide by. Those limitations are set forth, for the protection of the recruit as well as to protect the Drill Sergeants, in TRADOC 350-6. There are also unit limitations in place due to Drill Sergeants actions that have harmed the reputation of the institution. Limitations that are meant to help protect, but in turn can make the job harder. These are what make the Drill Sergeant so creative.

After a while, when new Drill Sergeants began arriving, I also noticed that it was difficult for the Drill Sergeants to differentiate from being in a FORSCOM unit. Many of us are not Infantrymen and many Skill Level 1 tasks are not a norm for us so we must all welcome the challenge and introduce ourselves once again into the training we once learned when we went through Basic Combat Training. In a FORSCOM unit, you predominantly train on MOS related tasks and have seasoned Soldiers, or possibly even just one to two Soldiers who may be with you for a while and you to work as a cohesive team. Now, we are in an environment of 50 – 60 recruits, every ten weeks, which you must change from civilians into Soldiers. It is tough because, right then and there, your duties became to mentor and lead these recruits and hope that your hard work shows when you finally see the end result. Many Drill Sergeants confuse the power, being tough and being able to instill discipline with yelling and insulting these recruits. This is because of the circumstances that they were probably brought up through the ranks. In order to lead, mentor and counsel, while producing the “best product possible”, a Drill Sergeant must have patience. It is relying on your battle buddies to square you away. We have to teach each other, mentor and guide one another, especially from that Senior Drill Sergeant that has experience. We are the first impression of what an NCO is to these Soldiers in training. At the end of a cycle, you want to ask yourself, “Was I that role model that many yearn for and try to emulate?” As Drill Sergeants we learn and understand what paths in life these recruits have walked and we attempt to teach them how to rise from their disappointments and gain the self esteem they need to succeed. You stop and have to realize that not all recruits take in what you have tried to impart. You may have to acknowledge that you gave it your all and hope that most of them did the same. That they will continue on to a great path because you provided the leadership that they

needed and desire to see what to expect in their future as a Soldier, Non-Commissioned Officer and possibly become a Drill Sergeant themselves so that they can impact someone’s life as you have impacted theirs.

Lastly, due to deployments, many Drill Sergeants have been away from their Families too often, but once you put on the hat and badge and give it your all to succeed in this position, Drill Sergeants rarely spend time with their Families. Drill Sergeants are up before the recruits and stay as late as possible in order to teach, coach and mentor, while getting their platoons ready for the next training day. A Drill Sergeant is so dedicated to their job that they sometimes forget that their first job is taking care of themselves and Families. Most of the time, drained as we may be, we drive on, recognizing that the more effort we put in to this job the greater Soldier we will produce for the Army and that allows us to accomplish the mission.



**Being a Drill Sergeant is viewed as one of the greatest honors in an NCO’s career. This great honor and prestige of being called Drill Sergeant, is something that no one other than those who have proudly been on the trail can understand what it means to wear this hat and badge.**

---

***SGT Andrea Uzategui is a Drill Sergeant in the 120th Adjutant General Battalion (Reception), 171st Infantry Regiment***

---



# Millennials in Initial Military Training: What Recent Studies Reveal about Your Trainees, Drill Sergeants, and AIT Platoon Sergeants



Stephanie T. Muraca, Ph.D

The average BCT, AIT, or OSUT Trainee is 22 years old; the average Drill Sergeant is 30, and the average AIT Platoon Sergeant is 33. What these seemingly disparate groups of Trainers and Trainees have in common is that most belong to the same generation – the Millennial Generation (commonly described as the demographic cohort born between 1982 and 2004).<sup>1</sup> Neither the media nor the academic press has been particularly kind to the Millennials, painting them in very broad and unflattering strokes as entitled, self-absorbed, fragile, and lazy. Indeed, the much maligned Millennials have been described as uniquely narcissistic and egotistical, as a “Generation Me” comprised of individuals who believe that the mere act of being makes them somehow special.<sup>2</sup> If these assertions are true, then the implications for Initial Military Training (IMT) are daunting: what can we expect from the interaction of “special” Trainers and their very “special” Trainees?

Fortunately, the answer is: expect a lot – expect great things, a good news story, and outstanding training and transformation. The following sections will explain why “Millennials-are-Bad” generalizations do not apply to the unique IMT population, describe some Millennial characteristics that *can* impact the training

environment, and finally, highlight leadership strategies that recent IMT studies suggest work best with this generation.

While an in-depth critique of the “Millennials-are-Bad” movement is beyond the scope of this paper<sup>3</sup>, its shortcomings, particularly with regards to its applicability to IMT Soldiers, stem from three main considerations. First, the intergenerational differences that these reports reference are often quite small. For example, the extent to which Millennials score higher in narcissism or egotism than do previous generations is better expressed as decimals than as whole numbers on a scale. Second, these studies focus on the Millennial generation as a whole – that is, they lump all Millennials into a single group, and compare the Millennial group to other generational “lumps.” The problem with this approach is that it obscures the differences *within* generations. On average, Millennials may display certain traits, but if we sort the Millennials (or any other generation) into component groups, we will find that the differences *between* those groups are quite large. For example, *within* the Millennial cohort, you can expect urban youth to be different from suburban ones to be different from rural ones. Similarly, Millennials raised in Red States will be different from Blue State

1 Howe, N., Strauss, W., and Matson, R.J. (2000). Millennials rising: the next generation. New York: Vintage Books

2 Twenge, J.M. (2006). Generation me: why today's young Americans are more confident, assertive, entitled – and more miserable than ever before. New York: Free Press 10 <http://www.nps.gov/vafo/historyculture/people.htm>

3 For an excellent critique of the “Generation Me” literature, see Trzesniewski, K.H. and Donnellan, M.B. (2010). Rethinking ‘generation me’: a study of cohort effects from 1976 to 2006. Perspectives on Psychological Science, 5, 58-75



Millennials. With regards to values and behavior, rural, Red State Millennials share more in common with rural, Red State Generation X-ers than they do with urban, Blue State Millennials. Which brings us to consideration number three – the Trainers and Trainees in IMT do not, sociodemographically, resemble the Millennial “lump.” *What can be said about the average Millennial cannot be said about the average IMT Soldier because the average Millennial does not join the Army.*

As such, when trying to understand Trainees, Drill Sergeants, and AIT Platoon Sergeants, it makes infinitely more sense to focus on their specific characteristics and motivations than it does to accept a blanket indictment of a generation writ large. With regards to background, some baseline characteristics are depicted in Figure 1. Here, we see a picture of a Trainee population that is slightly older and more educated than Trainee populations past. We also see that roughly one quarter of this population has significant familial obligations (22.8% of Trainees have at least one dependent child). In other words, today’s Trainees report with baggage – they are more likely to encounter “real world” spousal, financial, and child care issues than ever before, and, consequently, are more likely to need financial, Chaplain, and/or family support services. Some Trainees will seek these services out. Others will not, and will only receive the assistance they need if unit leaders get to know their Soldiers, and remain vigilant for signs of problems.

Figure 1: Sociodemographics of Trainees, Drill Sergeants, and AIT Platoon Sergeants\*

Who They Are: Trainees, DSs, and AIT PSGs			
	Trainees	DSs	AIT PSGs
Age	22 years (17 – 50)	30 years (22 – 47)	33 years (26 – 50)
Education	GED (4%), High School (48%), Some College (41%), 4yr College (6%)	GED (4%), High School (28%), Some College (62%), 4yr College (6%)	GED (8%), High School (15%), Some College (71%), 4yr College (18%)
Marital Status	Single (76.6%), Married (19.9%), Divorced (3.8%)	Single (14%), Married (88%), Divorced (15%)	Single (17%), Married (68%), Divorced (15%)
Dependent Children	22.8% have at least one child.	72% have at least one child.	79% have at least one child.
Single-Parents	9% are single-parents	16% are single-parents	16% are single-parents
Waivers Granted	Health/Medical (7%), Drug & Alcohol (0), Major Misconduct (0)	n/a	n/a
Times Deployed	n/a	0 (2%), 1 (20%), 2 (32%), 3 (30%), 4+ (16%)	0 (1%), 1 (12%), 2 (30%), 3 (24%), 4+ (24%)
% Deployed in 2011	n/a	90% spent at least part of CY11 deployed.	61% spent at least part of CY11 deployed.

\*most current information to date (USAREC and R&AD Studies)

Familial obligations are even more of a concern for Drill Sergeants and AIT Platoon Sergeants. Faced with an extremely challenging, stressful, and time-consuming mission, many face *de facto* separation from their loved ones, and consequently, experience the guilt and strain that accompany missed family milestones and events. This “here but not here” lifestyle creates unique challenges for IMT Soldiers and family members alike – deployed Soldiers are automatically exempt from household chores and parent teacher conferences; Drill Sergeants and AIT Platoon Sergeants often face spouses and children who cannot understand why mom isn’t home for dinner, or why dad can’t attend his son’s football game.<sup>4</sup> Further compounding this problem is the fact that half of IMT’s Drill Sergeants and AIT Platoon Sergeants only recently returned from Iraq or Afghanistan – 50 and 51 percent, respectively, spent at least part of calendar year 2011 deployed. In this vein, when asked what their leadership can do to make time on the trail less taxing, the number one request was for leaders to work with installation child care providers to ensure that care hours covered duty days. The number two request was for some flexibility with duty hours – not for time off or for reduced hours, but for more leeway to adjust schedules in order to better meet family/personal needs.

Baseline demographics merely outline Trainer and Trainee characteristics; a far more vibrant picture emerges when we consider Trainees’, Drill Sergeants’, and AIT Platoon Sergeants’ motivations for service. The “why” behind the decision to enlist or to spend time on the trail can provide unique insight into a Soldier’s character and drive. Towards this end, between 2011 and 2012, over 5,000 BCT Soldiers were asked to indicate why they enlisted in the Army. Soldiers received anonymous surveys shortly after reporting to Reception Battalion, were told that they could list as many (or as few) reasons as they wanted, and were asked to rank-order the relative importance of those reasons. Results are depicted in Figure 2.

4 Source: One-on-one interviews and small focus groups conducted with incumbent Drill Sergeants and AIT Platoon Sergeants between June 2011 and December 2012 (n=850).

Figure 2: Reasons for Enlisting in the United States Army\*



\*"Reason" counts were weighted such that number one-ranked reasons were counted 1.00 times, secondary reasons were counted 0.66 times, tertiary reasons were counted 0.33 times, etc.

Here, we see that most Trainees (57%, summing the first two columns) enlisted because of the economy. They joined the Army to earn a salary, or to build the foundation for a future civilian career (either by developing transferrable skills, or by earning money for college). This is followed by the 28% of Trainees who enlisted to challenge or improve themselves – to, in the parlance of recruiting posters past, “be all that they can be,” – and finally, by the 17% of Trainees who joined for purely patriotic reasons. At first glance, it may dishearten some to see that 57% of Trainees enlisted for a paycheck.<sup>5</sup> In surveys and interviews, most Leaders expressed a preference for “patriotic” enlistees, and worried that “paycheck” seekers lack heart and character. After all, Leaders who have endured the sacrifices necessary to serve in the Army know that Army service is more than just a job or a way to pay the bills.

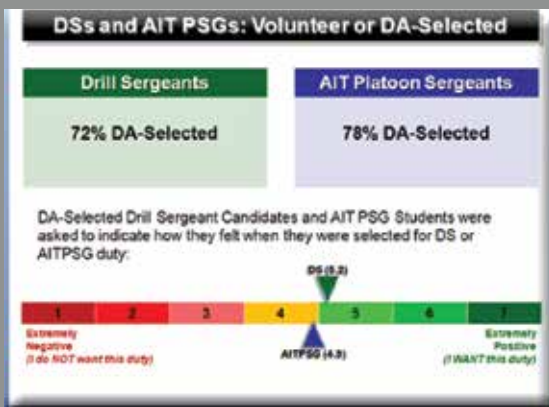
However, a closer look reveals that enlisting for a paycheck (or college, or transferrable skills) is not a sign of bad character, but rather, an indicator of tremendous potential. There are many ways to “get by” in America. Some perfectly capable people opt to leech off of parents, friends, spouses, boyfriends/girlfriends, etc., or to deliberately settle in low-effort jobs. Some may shirk their personal and familial responsibilities entirely. Others may decide to attend college, right away, even though they can’t afford it, and gamble that one day they’ll be able to repay the massive debt they accrue. Trainees who enlist for a paycheck are not like that. Rather than taking the easy way out, these Trainees choose one

of the toughest jobs imaginable in order to step-up, do the right thing, and support themselves responsibly, already demonstrating behavior consistent with the Army Values. Notably, as these Trainees cycle through BCT and AIT (or OSUT), their motivations change. Interviews and surveys reveal that throughout IET, Trainees meet leaders and peers they admire, and discover that they are good at doing things that they had never imagined doing before. Good training is transformative, and Soldiers who enter IET for a paycheck often report to their first unit of assignment excited about being a Soldier, and proud to serve in the Army.

Leaders tend to be similarly concerned about the motivations of the NCOs assigned to IET – not so much with why they enlisted in the Army, but with what lead them to the trail. Figure 3 shows the percentage of Drill Sergeants and AIT Platoon Sergeants who were DA-Selected for duty, and the general mindset of NCOs when they were informed of that selection. In CY12, roughly 72% of new Drill Sergeants, and 78% of new AIT Platoon Sergeants, were involuntarily assigned to Drill Sergeant/ AIT Platoon Sergeant duty (DA-Selected). In a perfect Army, only those who actively sought such a challenge would be cast in these demanding, stressful, and time-consuming roles. Clearly, however, an all-volunteer Drill Sergeant or AIT Platoon Sergeant policy would leave these slots woefully undermanned. Fortunately, and assuaging Commanders’ concerns about the mindset, motivation, and consequently, performance, of DA-Selectees, involuntarily assigned Drill Sergeants and AIT Platoon Sergeants are *not*, on average, disgruntled or embittered. To the contrary, as professional NCOs, most take their assignment in stride, give maximum effort, and become outstanding members of the training community. This is evidenced, in part, by their generally positive attitude about becoming Drill Sergeants and AIT Platoon Sergeants. This is further evidenced by the fact that once on the trail, most Drill Sergeants and AIT Platoon Sergeants successfully execute their respective missions. Two thousand five hundred thirty nine Drill Sergeants and AIT Platoon Sergeants were assigned to IET in FY12. Of those, 2,482 completed their tours without incident – a 98% success rate.

<sup>5</sup> This data often elicits angry and/or disappointed comments from Drill Sergeants, AIT Platoon Sergeants, and Company Command Teams at NCO/ OPDs and leadership development courses (e.g., “I don’t want a bunch of paycheck Soldiers in my formation,” “If they’re here for money, they can go home,” and “I’ll find out who they are and weed them out.”).

Figure 3: CY12 DA-Selected Drill Sergeants and AIT Platoon Sergeants



In many respects, IET's Trainers and Trainees are a cut above the "average" Millennial – they are uniquely driven to do the right thing, work hard, and even delay gratification in order to complete a mission or achieve a goal. However, IET and non-IET Millennials do share some standard features – both groups were similarly affected by the trappings of the hyper-media-saturated environment in which they came of age. Unlike generations past, which were only recently exposed to digital applications and devices, Millennials have experienced a *lifetime* of immediate access to information, entertainment, and other tech-based efficiencies and conveniences. Millennial society is social media. Millennials have so completely integrated into virtual worlds that, according to social psychology research, their individual relationships with technological objects have supplanted their interpersonal relationships, and eroded their interpersonal skills.<sup>6</sup> Many new Soldiers report to IET with poor interpersonal skills – they have grown so accustomed to communicating through machines that they don't know how to engage in non-texted conversation, interpret social cues, or organize and convey information. Moreover, they lack the ability to resolve real-world disputes – unlike on Facebook or other social networking sites, in IET, they cannot simply "unfriend" an annoying or disagreeable Battle Buddy.

Overall, this trend is worrisome – regarding the basic mechanics of interpersonal communication, Soldiers must be able to work together as a team, and convey information clearly and succinctly (e.g., break down a mission, back-brief an oncoming

shift, give orders or instruction). Regarding the implications for behavioral health and suicide prevention, Soldiers must be attuned to each others' verbal and non-verbal cues in order to recognize and address signs of distress. Preliminary results from Drill Sergeant and Trainee research conducted in IET clearly underscore the importance of communication skills in training units. Of all the attributes a Drill Sergeant can possess (selfless service, tactical knowledge, experience, etc.), "Communication Skills" emerge as the most important factor in determining a Drill Sergeant's level of professionalism and effectiveness (as rated by his peers and Trainees). As such, as we continue to explore the many benefits of iphones and digital applications in the training environment, we should not lose sight of the importance of training and reinforcing interpersonal communication skills in our Trainees and Cadre, and of orchestrating training- and socially-oriented teambuilding events within IET.

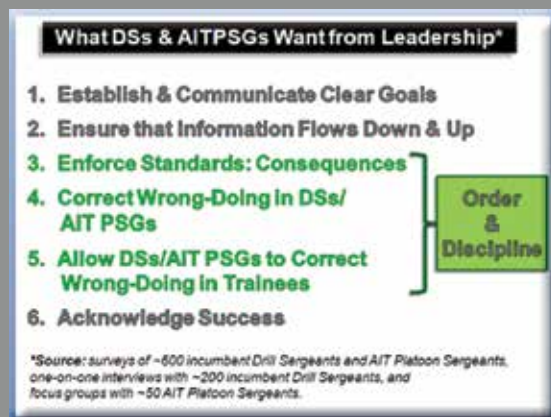
Fortunately, while Trainees may find it difficult to adapt to an environment of actual versus virtual interaction, extant studies reveal that our new Soldiers are up to the challenge. In this vein, research demonstrates that challenge brings out the best in Trainees, and that performance is maximized to the extent that leaders maintain a strict, disciplined, and "tough" environment. With regards to leadership strategies that work best with IET's Millennials, data show that best practices include maintaining high expectations, demanding that tasks are "done right," establishing and consistently enforcing consequences, and ensuring that there are no "easy go's." Drill Sergeants and AIT Platoon Sergeants who operate thusly produce new Soldiers who are more motivated, confident, and positive about Army service than do their more easy-going, laid-back peers. The effect of "tough" training manifests as lower attrition rates, higher test scores, and greater physical improvement. Conversely, Trainees assigned to Platoons with Drill Sergeants or AIT Platoon Sergeants rated as "friendly," "easy-going," "relaxed," and/or "disengaged," do not fare as well as their "tough trained" counterparts. Because the bar was set low for them, these Trainees never experienced the pride that comes from facing and overcoming

<sup>6</sup> For an excellent overview, see Turkle, S. (2011). *Alone together: why we expect more from technology and less from each other*. New York: Basic Books.

obstacles; consequently, they were not afforded the opportunity to develop respect for their own or their Battle Buddies' accomplishments. Because they did not have to work hard to become Soldiers, they saw little value in being Soldiers. Here, research clearly demonstrates that far from intimidating or demoralizing Trainees, high-expectations elevate performance. Trainees know what's expected of them, and, more importantly, know that their leaders believe they can meet those expectations. Trainees in "soft training" environments only know that their leaders lack faith in them. As a result, they start to lose faith in themselves and in each other. It is very important to note, however, that "tough training" means standards and discipline. "Tough training" *DOES NOT* mean cruelty, verbal or physical abuse, ignoring legitimate Soldier problems, or excessive physical training/corrective training. "Tough training" builds strong, confident Soldiers; physical cruelty and verbal abuse break Trainees down.

As we transition, in this final section, from Trainees to their Trainers, we continue to see that IET's Millennials benefit from a disciplined, no-compromise environment. Between 2011 and 2012, IMT researchers conducted structured one-on-one interviews with approximately 200 incumbent Drill Sergeants, focus groups with approximately 50 AIT Platoon Sergeants, and surveyed approximately 600 additional Drill Sergeants and AIT Platoon Sergeants regarding their opinions of how IET Company, Battalion, and Brigade Command Teams should operate in order to maximize unit performance and morale. In short, Drill Sergeants and AIT Platoon Sergeants were asked what they want from their leaders. Desired leadership attributes are listed in order from most-to-least preferred in Figure 4.

Figure 4: Drill Sergeant and AIT Platoon Sergeant Responses\*



Notably, when given the opportunity to anonymously list *anything* they wanted from their leadership (via 600 anonymous surveys), neither Drill Sergeants nor AIT Platoon Sergeants requested shorter duty-days, fewer duties, or more resources. Rather, they asked for a clearly-defined mission, and for well-maintained parameters in which to execute that mission. They asked for order and discipline. They want to know what's expected of them, and then to meet or exceed those expectations in an environment where obstacles (malingerers, tiny-hearts, errant Trainers and Trainees) are reformed or removed. Trainers from well-ordered and disciplined units were, on average, more motivated, more satisfied, and more effective than their counterparts from "anything-goes" climates (as evidenced by peer evaluation ratings and Trainee evaluations of Drill Sergeants and AIT Platoon Sergeants). In contrast, Drill Sergeants and AIT Platoon Sergeants who claimed that their leadership "looks the other way" in the face of inappropriate behavior or poor performance show significantly lower motivation, satisfaction, and morale. "Looking the other way" de-incentivizes good behavior and disinclines Trainers and Trainees to report wrong-doing. An organizational culture that appears to tolerate wrong-doing ultimately ends up encouraging it.

In the end, the past two years of research reveal that our Trainers and Trainees, most of whom report to IET with integrity and drive, will thrive in a tough environment that instills discipline and creates challenge. IET's Millennials will behave like "average" Millennials if they are treated like "average" Millennials. When expectations are low, and the bar is set accordingly, then the prophecies will self-fulfill, and entitlement, fragility, and laziness will ensue. However, when standards are high, consequences are consistently enforced, and all victories are earned, IET's Millennials adapt, rise to the challenge, and excel.

---

*Dr. Stephanie Muraca is a social research psychologist at the Initial Military Training Center of Excellence's Human Dimension Division*

---



## **TRADITION**

Fort Jackson has had a vital role in preparing Americans to serve their country for over 95 years. When the installation was built in 1917, just like today, our nation was at war. Since then, numerous units have prepared for battle here-the 4th Infantry Division, the 101st Airborne Division, and the 81st Infantry Division. More than 500,000 Soldiers trained here before fighting in World War II. The Soldiers who trained here before us leave us with a proud legacy and have inspired many to follow in their footsteps. Although the Army has changed tremendously over the years, we are all part of that lineage of brave Americans. All of us should be proud to be part of the tradition that defines this great installation.



## **TRAINING**

Training is our hallmark. With two Brigades, nine Battalions and 52 Companies focused solely on training Soldiers in Basic Combat Training (BCT), Fort Jackson, is the largest Initial Military Training Center in the U.S. Army. Roughly half of all Soldiers who complete Basic Combat Training in the United States Army do so at Fort Jackson, SC. We are also home to Advanced Individual Training units, the Soldier Support Institute, the Drill Sergeant School, Armed Forces Chaplain Center and School, TSSD, and the National Center for Credibility Assessment.



## **TRANSFORMATION**

Although we have a proud tradition on which to rely and inspire us, we must never lose sight of the future. To be effective, we must be willing and ready to accept change. Transformation means more than just modernizing our infrastructure. This means constantly challenging ourselves, our methods, and our means. Transformation is not a new concept here. Our responsibility as leaders hinges on our ability to continually evaluate and improve training. It is only by providing the best training that effective transformation from civilian into Soldier can occur.



# Planning, Resourcing and Implementing Effective Concurrent Training

CPT Marek Gazda

Concurrent training has always been an integral part of training in my company. Planning and resourcing concurrent training is what makes it successful and worthwhile. What exactly is concurrent training? To put it simply, it's a great opportunity to conduct additional training that is relevant, supports the main tasks being trained and maximizes available time during the day. According to ADP 7.0: Training Units and Developing Leaders, concurrent training, or multi-echelon training, is training multiple tasks concurrently to preserve valuable time while capitalizing on the opportunity to train related tasks at the same time.

Planning for concurrent training needs to occur at the same time as planning for your main training event. It needs to be rehearsed and planned accordingly and it should be designed to facilitate or enhance the main training event. Just about every training event in the TSP has a list of reinforcing tasks that need to be consulted when deciding what concurrent training should be done.

Three main types of concurrent training:

**Opportunity Training:** This is exactly what it sounds like; it occurs most often when extra time opens up in the training day that can be utilized for additional training. This is often the most spontaneous type of training, needing little preparation and resources. This can also be used to describe training that is geared towards future events, such as practicing ready up drills during BRM 10.

**Reinforcing Training:** This training is planned to support the main training event. A good example is the use of shadowboxes or mousetraps during BRM 6, either prior to or after the main event. A list of suggested training can be found in the TSP for that particular event. The key is to pick tasks that do not take away too much time and attention from the cadre and that can be facilitated by Soldiers in Training with minimal cadre supervision.

**Remedial Training/Retraining:** A separate lane/area needs to be dedicated for retraining Soldiers who fail to meet the required standards.



Simply having Soldiers repeat the training over and over without the benefit of retraining them will only leave the Soldiers frustrated and waste valuable time. A situation like that occurs most often during the early BRM periods. It does not take much to shake the confidence of a new Soldier who is having difficulties grouping/zeroing. If a Soldier has not managed to group by the third time they need to be pulled off the line and retrained. Leaving a Soldier like that on the line only wastes resources and results in a frustrated Soldier.

Let's look at a sample training event, such as Convoy Operations at Wanat Range. The tasks that must be completed to standard are react to direct fire while mounted and react to indirect fire while mounted. Reinforcing training can consist of the following: React to a Possible Improvised Explosive Device (IED), Identify Visual Indicators of an Improvised Explosive Device (IED), Engage Targets with an M16-Series Rifle, Move Under Direct Fire, Conduct a Tactical Road March and Perform Voice Communications.

The main training event does not take long to conduct. With one or two DS per convoy to act as leaders of the element, it leaves several cadre to facilitate concurrent/opportunity training. Traditionally one cadre member conducts a walkthrough of the event with the Soldiers who are about to go on a convoy. This walkthrough uses stationary vehicles to demonstrate how to properly mount and dismount vehicles, how to pull security, how to react to direct and indirect fire while mounted. This lane can double up as the retraining/remedial training area. Some of the reinforcing tasks can be combined with the main events, such as reacting to an IED. Your rehearsals will show any friction points and approximate time required per rotation. For opportunity training my company often brings out the US Weapons package and trains those Soldiers that passed the convoy training in assembly/disassembly and immediate actions to prepare them for the US Weapons Range at Bastogne. All this can be accomplished with a minimum of six cadre.

With a little bit of creative thinking and proper planning, concurrent training can be incorporated into just about any training event. While personnel constraints are real and have a significant impact on our ability to train, concurrent training can be effectively run either directly by a NCO or by Soldiers under the supervision of an NCO. Tasks, conditions and standards for all reinforcing tasks can be placed on a board so that they are readily visible and serve as a constant reminder to the Soldiers. Concurrent training is a part of the eight step training model and ADP 7.0. We owe it to our Soldiers to provide them with the best training we can while they are here, having a well thought out concurrent training plan will help us achieve this.

---

***CPT Marek Gazda is the Commander of Delta Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade***

---



# Managing Expectations

COL Odie Sheffield

“Our focus must center on those few critical skills that are broadly applicable across the full range of military operations and those that enable units to rapidly adapt to the challenges of specific missions.”

GEN Cone, Military Review, Jan-Feb 2013

***What is the purpose of Basic Combat Training (BCT)? What outcome does the Army desire when they recruit, enlist, and provide initial entry training to a civilian before they report to their deployable unit? What is the “transformation process?” What is more important in BCT -- the skills required and identified in the Program of Instruction (POI) or the attributes and characteristics we “The Army” define as needed in a Soldier?***

## The Evolution of Basic Training

The evolution of BCT picked up steam with the attacks of 9-11. The National Military Strategy and training doctrine of the cold War were predicated on large pitched battles -- Nation State versus Nation State; field force versus field force -- which evolved into fighting the Krasnovians at one of the Army’s premier training centers, while U.S. deployments for Peace Keeping, Peace Enforcement, and Humanitarian operations increased dramatically. Once the terrorist attacks occurred and the U.S. invaded Afghanistan and subsequently Iraq, the realization of a needed paradigm shift in our training strategy was pervasive. The Cold War training model was a narrow threat focus with Soldiers firing from fighting positions (prone supported and foxhole). There was a large focus on drill and ceremony and weapons familiarization that culminated with an administrative bivouac. This training regimen was designed to give recruits the basic level of experience so they could join their first unit of assignment to complete their training. The critical

component is that our basic training was designed to be completed at the first unit of assignment. The rapid deployments of units, the lack of sufficient bench depth in Soldiers, the mounting casualties necessitated a shift in the desired outcome of Initial Entry Training, i.e. Soldiers must be prepared to contribute to the success of their first unit of assignment and operate effectively in a contemporary operating environment upon graduation from OSUT or AIT. This dramatic shift in responsibility for a Soldiers’ ability to operate effectively in a combat zone resulted in the exponential increase in tasks piled into the basic training program of instruction (POI), significantly deviating from the adage of training a few tasks very well.

The POI, as defined, and the supporting Training Support Package (TSP), stress a series of training events predicated on the tasks the Army has deemed necessary to become a successful Soldier. These classes and skills training, which include lessons on teamwork and the Army Values, inadequately focus the cadre on completing the



graduation requirements as defined in TRADOC Regulation 350-6. The focus becomes the task list presented by the POI in the form of the Individual Training Record (ITR) as mandatorily tracked in RITMS (Resident Individual Training Management System). The ITR reads like an ingredients list required for making a Soldier vice a training curriculum focusing on the desired outcome after 10 weeks of comprehensive training.

The current graduation requirements as defined are<sup>1</sup>:

- Soldiers graduating AIT or OSUT **must be prepared to contribute to the successful mission accomplishment of the first unit of assignment and operate effectively in a contemporary operating environment.**
- **Complete** end-of-cycle APFT with a minimum of 50 points in each event
- **Qualify** with individual weapon, **complete** ARM, **participate** in the prescribed weapons immersion program, and **conduct** combat field fire with a goal of 7 kills or 14 hits
- **Complete** confidence and obstacle courses
- **Complete** basic and tactical combative training
- **Qualify** with hand grenades, including grenade assault course and throwing live hand grenades
- **Complete** the protective mask confidence exercise
- **Complete** foot marches
- **Complete** combat lifesaver training
- **Demonstrate proficiency** in the individual Warrior tasks and individual supporting tasks for each of the Warrior battle drills in the field environment

The most important element of the defined graduation requirement is the first line -- contribute to successful mission accomplishment of the first unit of assignment and operate effectively in an operational environment. The other graduating requirement verbs, highlighted in blue, when read sequentially -- complete, qualify, complete, participate, conduct, complete, complete, qualify, complete, complete, complete, demonstrate proficiency -- promote the notion of check-the-

block training. They are uninspiring and allow for “present for training” equating to “completed the training to the prescribed standard”. The training cadre track each Soldier's attendance at individual training events instead of determining if the training outcome was achieved by that individual Soldier. Does this adequately address the requirement to be a valuable contributor at their first unit of assignment?

In order to answer that question, the 2012 Soldier Preparedness Study (SPS) conducted by TRADOC-IMT attempts to determine the extent to which Initial Entry Training (IET) prepares new enlisted Soldiers (new graduates) to serve effectively in their first unit of assignments (FUA). The survey queried officers and noncommissioned officers (young and old), and recent graduates. The results are not surprising. FUA leaders were asked to identify which qualities or attributes they wanted most to see in their new Soldiers. Discipline was the overwhelming response, far outweighing specific skills, rifle marksmanship, and even physical fitness. While 61% reported that IET was most effective at training basic Soldier tasks, it was also reported as least effective in training expected Soldier qualities such as discipline and teamwork. On top of that, 58% of graduates reported that BCT was too easy or not sufficiently challenging.<sup>2</sup>

It is intuitively obvious to most career Army professionals that BCT is not designed to test the most physically fit, train the next ultimate sniper, or develop the next best ranger competitor, but it is designed to provide a basic level of attributes and skills necessary to begin a career in the Army. It is the transformation process from civilian to Soldier, but the transformation process is not fully complete at BCT, this is just the initial chapter. Transformation as defined “is the deliberate moral/ethical, physical and psychological development/progression of a civilian into a Soldier and a member of the Army Profession, who lives the Army values and demonstrates an appropriate level of commitment, discipline, task proficiency, adherence to the Army ethic and motivated to become a Professional Soldier.”<sup>3</sup>

1 TRADOC Regulation 350-6, 19 July 2012, p 21-22

2 2012 Soldier Readiness Survey - TRADOC, DCG-IMT VTC 30 May 2012

3 TRADOC Reg 350-6, p 14

## Prophecy of Expectations

The success or failure of a Soldier many times depends not on individual talent, but on the luck of the draw in the battalion/company/platoon assigned. The culture, and therefore training regime, of a company is established through preconceived notions of the capabilities of recruits before they even begin their first day of training. How many times have cadre explained that the reason for below average BRM or PT scores was because of “a poor batch of recruits?” Countless times we justify poorly executed training by blaming the student instead of the instructor. We use terms like retard, idiot, dummy, “only a private”, and bleeped out words as excuses for our own failure to properly plan, coordinate, and execute exciting and realistic training. By not understanding our input, ourselves, and the expectations for the outcome we desire, we have put ourselves at a disadvantage before we even pick up our next group of trainees from the reception battalion.

There are countless studies that indicate a teacher's or instructor's own prejudices and expectations greatly influence and shape the outcome of the instruction they provide, even before they present it. New York University research studies have proven that the expectations of a group of teachers was carried out in a profound way. They took a group of children, gave them an achievement test where the outcome had a wide range of scores. The children were then randomly assigned to two different teachers. One teacher was informed that all her students had the highest scores on the test, the other was told his students had the lowest scores on the test. Even though the students were randomly assigned, they actually performed according to the teachers' expectations. The teacher who thought she had all the high scoring students had them performing at high levels of achievement, while the teacher who thought the students in his class were the ones with low test scores, found that his students performed poorly in his class.

After revealing this information to the teachers, they began to see that their thoughts and expectations did make a difference. If we think Johnny is going to be a loser, or that Suzy is going to flake out, or some child is incapable of concentrating on his work, it's going to be exactly as predicted. Why? Because our thoughts and feelings carry tremendous “energy in motion,” and our beliefs cause us to act in accordance with the expected outcome. Children are strongly affected by the energy of your expectations.<sup>4</sup> The same is true in basic training. The climate established by the cadre of a unit prior to the arrival of the new trainees greatly assists in setting the conditions for the ultimate success or failure of the trainees -- especially for those that may need more positive reinforcement from the outset.



## Standards

In order to enforce standards, cadre must not only understand what the standard is, but establish that standard through actions and words.

Standards, as defined in TRADOC Reg 350-6, “must be clearly demonstrated, communicated, achievable, and enforced consistently and fairly to establish and maintain order.

Standards based on skill sets must be appropriate to the level of transformation; they are adjusted to ensure achievability and show progression throughout the training process. Standards based on the professional military ethic do not change and are applied consistently in IET throughout a Soldier's career.”<sup>5</sup>

The Army standard, in macro form, regardless of the training event, is the minimum acceptable score required to complete a specific task or mission. Achieving the minimum requirements to pass an Army task is akin to receiving straight “D's” on one's report card -- it passes, but clearly demonstrates a lack of initiative to be the best, to achieve and push oneself to improve, and to lead by example. The United States Army did not become the greatest Army in the world because Soldiers settled for the standard, i.e. passing with the minimum required.

<sup>4</sup> Reynolds, Mary Robinson, Make A Difference with the Power of Connection

<sup>5</sup> TRADOC Reg 350-6, p 17

The United States Army became the best Army in the world because Soldiers continuously pushed themselves to improve and to be better than any adversary. No Soldier was ever recommended for the promotion board based on a 180 on his or her PT test and shooting a mere 23 out of 40 on the rifle range. That said, the standard is clearly defined for graduation from BCT, and achieving that standard is success at this stage in some young Soldier's career, but that does not require the standard to be the goal; the ceiling for all Soldiers. There is a tendency amongst some cadre to discuss the minimum acceptable achievement as "the standard", which gives the false impression that those low expectations are where Soldiers should set their sights. As discussed early in the prophecy of expectations, the goal (where we want Soldiers to set their sights) is the highest achievable score possible, given the raw material of the Soldier and the training plan prescribed for the unit.

Increasing the expectations of the trainees and graduating quality Soldiers that meet the minimum standards are not mutually exclusive. Some Soldiers will begin their journey in the Army with only the minimum necessary, and that is sufficient, provided the cadre have provided them with the tools and vision to be successful. Some Soldiers take longer to blossom, to find their inspiration, and fully realize their potential. The cadre have the responsibility to ensure that they have established the framework and set the conditions for their eventual success of each Soldier through constructive work habits, inspirational and dynamic training, and positive leadership during their BCT experience. Every Soldier leaving Fort Jackson should feel as if they were challenged and treated correctly.

### Ownership

The most important aspect of BCT is ownership -- the company level cadre must inherently understand and accept their role in the training

environment. Ownership is predicated on dynamic leadership. Ownership is instilling the warrior ethos within the Soldiers, teaching how to build resiliency by overcoming adversity, and the transformation through the Soldierization process by concurrent training, barracks bay discussions, and demonstrating what a Soldier looks and acts like. Ownership is taking responsibility that every Soldier that departs the bus on

pick-up day will get the very best effort from the cadre, and every effort will be made to ensure that each recruit has the opportunity to excel. There is a tendency to focus on the few hard-cores, those that are not keeping up and having difficulties achieving the minimums, at the expense of the majority. If we focus attention, energy, and resources to ensure a few achieve the required minimums; this should not be accomplished at the detriment of the many. This type of culture damages the reputation and hard work of the cadre and the installation while putting new Soldiers at a distinct disadvantage in their skill set when they arrive at their first unit of assignment.

The Warrior Ethos establishes the core of the warrior spirit in every Soldier. It is the essence of the profession of arms and provides the discipline, mental and physical toughness that all leaders desire in their Soldiers. It compels Soldiers to fight through all conditions to victory, no matter how much effort is required. It is the soldier's selfless commitment to the nation, mission, unit, and fellow Soldiers. It is the professional attitude that inspires every American Soldier. Warrior ethos is grounded in refusal to accept failure. It is developed and sustained through discipline, commitment to the Army values, and pride in the Army's heritage.<sup>6</sup> "I will always place the mission first. I will never accept defeat. I will never quit. I will never leave a fallen comrade."



## The Journey of Learning

The Army Research Institute, through the Center for Army Lessons Learned, defined and characterized Warrior Ethos as teamwork, discipline, and perseverance. The authors cited twelve distinguishing “characteristics that describe what it means to be a *Soldier* -- committed to, and prepared to, close with and kill or capture the enemy.” Three of the twelve characteristics cited directly reflect the Warrior Ethos tenets: “To always put the mission, the unit and the country first and oneself second;” “The iron will, determination and confidence to overcome all odds, even in seemingly hopeless situations;” “To never give up, to never give in, to never be satisfied with anything short of victory.”<sup>7</sup> Warrior Ethos is developed and sustained through discipline, example, and commitment to Army Values; it is not a new concept, but one that must be taught, demonstrated, and reinforced during a trainee’s short stint in basic training.

*On December 19, 1777, when Washington’s army marched into camp at Valley Forge, tired, cold, and ill-equipped, it was lacking in much of the training essential for consistent success on the battlefield.<sup>8</sup> So severe were conditions at times that Washington despaired “that unless some great and capital change suddenly takes place ... this Army must inevitably ... Starve, dissolve, or disperse, in order to obtain subsistence in the best manner they can.”<sup>9</sup> Although the outlook was bleak, they had one of the greatest leaders in our history -- Someone who understood how to overcome adversity, how to bring out the best in his subordinates, and how to develop the fighting spirit in the first American Soldiers. With the assistance of Baron Friedrich Wilhelm von Steuben, onetime member of the elite General Staff of Frederick the Great, King of Prussia, this same army emerged to pursue and successfully engage the British army. The ordered ranks, martial appearance, revived spirit, and fighting skill of the American soldiers spoke of a great transformation having occurred amidst the cold, sickness, and hardship that was Valley Forge.<sup>10</sup>*

Based on the current POI, our understanding of the BCT environment, with a leader-to-lead ratio rarely ever 20:1, and a wide variety of trainees disembarking from that bus on Day 1, how do we, as professional cadre, set the conditions for not only the success of each trainee, but set the conditions for the success of our cadre also (professionally and personally)?

Step 1: Leader Development. No policy or regulation can compensate for poor leadership. Leaders understand the purpose of every task, take ownership of every aspect of their unit, lead from the front, and hold themselves and their cadre accountable for every facet of training. A defined and detailed cadre certification program ensures all cadre have the same framework from which to operate.

Step 2: Establish a positive command climate: The culture of a unit dictates the professional level of training that permeates from the cadre. With high turnover in BCT, new cadre inherit the

policies and procedures of the established cadre, for better or for worse. Instead of discussing and publishing the minimum standards required to pass basic training, every company should adopt a positive and inspiring message of what it takes to join our ranks. Every cadre member and new trainee must understand that each Basic Trainee will demonstrate the following:

- Acceptance and willingness to live by the Army Values and the Soldiers’ Creed
- Teamwork
- Discipline
- Self confidence
- Ability to recognize and solve problems appropriate to his/her circumstances and level of responsibility
- Ability to work under stress



<sup>7</sup> The Army Research Institute, Research Product 2006-12, Enhancing Warrior Ethos in Soldier Training: The Teamwork Development Course, August 2006

<sup>8</sup> <http://www.nps.gov/vafo/historyculture/people.htm>

<sup>9</sup> Bodle, Wayne (2002). The Valley Forge Winter. Penn State Press. ISBN 0-271-02526-3

<sup>10</sup> <http://www.nps.gov/vafo/historyculture/people.htm>



- Feeling at graduation that he/she has been challenged and treated correctly

### Conclusion

In addition to demonstrating the above attributes that we desire in a Soldier, skill training discussions center on what each Soldier will achieve, not the bare minimum required to move forward. Establish the expectations in the beginning, in terms understandable to all, that build confidence and inspiration as they build on each other. Use the following for initial inbriefs, counseling statements, and when defining the purpose of each training event. Each Soldier will be proficient in the following key tasks:

- Is physically fit (including foot marching)
- Demonstrates the basics of how to take care of himself/herself in the field, in adverse weather, and in stressful conditions
- Is constantly aware of his/her surroundings and alert to potentially significant changes
- Is able to hit what he/she shoots at
- Handles weapons competently, confidently, and safely, whether using blank ammunition or live
- Can perform lifesaving battlefield first aid
- Can read maps and navigate from one point to another
- Can operate a radio and perform basic voice communications
- Can react to man-to-man combat
- Can move as a member of a team and react to contact correctly
- Demonstrates appropriate military customs and courtesies
- Assesses and responds appropriately to threats
- Can enter and clear a room correctly

The Soldierization process requires the right mix of attributes, skills, and characteristics to ensure the fielded force receives a balanced and well-rounded Soldier capable of assuming their place on a team and prepared to deploy and win our Nation's wars. The ultimate graduation criteria is whether or not the cadre member would take the Soldier that they just trained and recommended for graduation in their unit when they return to the fielded force. If the answer is "no", then perhaps they need to relook why they are graduating that Soldier.

The oath to support and defend the constitution of the United States pales in comparison to the inherent responsibility to the American people when they have entrusted you with their most precious resource -- their sons and daughters. As a leader, it is incumbent upon us to train each and every Soldier to not only the best of our ability, but to the best of their ability. This begins with ensuring our cadre are competent, confident, and understand the essence of teaching and coaching. Establishing the standards, managing the expectations of the cadre and the trainee, and then seizing ownership by empowering leaders at the tip of the spear provides for an environment conducive to producing quality Soldiers for the force.

New trainees are capable of understanding and learning at a much more rapid rate than we tend to give them credit. Basic training is designed to be difficult, stress is natural and to some extent desired<sup>11</sup>, but we want our cadre to be experts, not tyrants. The fundamentals of being a Soldier are predicated on discipline, which although not on the ITR, is a graduation requirement. The feedback we receive from the force, although minimal, has indicated that the skills training we provide is adequate, but Soldier traits and attributes could improve.<sup>12</sup> Discuss training requirements in terms of what a Soldier will become, not the minimal score necessary to move forward.

***The execution of BCT is a company commander/first sergeant fight. The success or failure of the POI is not determined by how well the document is written or how comprehensive it becomes. The success or failure of individual training is determined by how well leaders understand the human dimension of learning; the critical functions of teaching, coaching, and motivating; and understanding the incredibly persuasive power of the prophecy of expectations.***

---

**COL Odie Sheffield is the Commander of the 165th Infantry Brigade (Basic Combat Training) at Fort Jackson, SC.**

---

<sup>11</sup> TRADOC Reg 350-6, p 17

<sup>12</sup> 2012 Soldier Readiness Survey - TRADOC, DCG-IMT VTC 30 May 2012



## Intentional Marriage: Enrichment on the Trail

Chaplain (CPT) Michael Fox

I would like to introduce you to a concept called an “Intentional Marriage.” I promise you this is not a strange twist on marriage, but a proactive approach toward having marriage success, as you define it, while on the trail. After a year and a half serving within a Basic Combat Training (BCT) Battalion I have seen the highs and lows when it comes to married life on the trail for the Drill Sergeant (DS). My eyes have been open to what is missing or void in most of the marriages that really struggle in this environment and that is intentionality. Being “intentional” is defined as “done with intention or on purpose.”

Look at an “Intentional Marriage” this way. Imagine a body of water with currents and waves that represent your circumstances and your marriage is a boat on the water. If you let the current and waves (circumstances) dictate where you go, the next thing you know you are lost at sea. However, if you are intentional in your marriage it is not the current and waves that dictate where you go, but it is you, the married couple. You possess the means to dictate where the boat will go because you each have a paddle. But the paddles require you both to work together to move in the agreed upon direction or you will end up just going in circles. This working together toward something is being intentional.

In order to be successful in a relationship you must do certain things in order for it to become a relationship and stay a relationship. This is especially true in the marriage relationship because there is a lot more at stake. Your intentions need to adapt to your circumstances. In other words, in marriage, your actions, attitudes, and beliefs must adapt to new circumstances, which will require new ideas to achieve a desired outcome; and that outcome is an enriched marriage.

The definition of “insanity” is doing the same thing over and over again and expecting different results. Has insanity entered into your marriage

relationship? Different life situations require that you try new and different things to get the results you would like. Call it shifting marriage expectations. A shift to a radical change in belief in what now will make your marriage work, based on a new set of challenges. It should be or will become no surprise, but every new assignment will require a shift in expectations. Remember that the one thing constant in this life, the Army life, is change. So, it's time to plan for and adapt for the change.

Creating an “Intentional Marriage” in this environment is not hard, but does require some creativity. Remember the end state is a happy successful marriage. Therefore, be willing to adapt how you do things as a couple; how you connect, how you communicate, and how you plan. You may find that change really might be the spice of life.

To help you get started with an “Intentional Marriage,” here are some ideas of how you can be intentional while on the trail in order to truly enrich your marriage relationship:

### 1) Manage Expectations

- *Post the weekly/cycle schedule on the refrigerator so expectations of time on duty and time home can be managed and known. This will also help in any future planning.*

- *Share what each BCT Phase will require of you such as, duty hours, duty days, and the stress involved.*

- *Set ground rules up front in dealing with issues that may arise and how they will be discussed. This will help to alleviate yelling and hurtful words that just make matters worse.*

### 2) Write Personal Notes

- *Put pen to paper and share something special with each other. Don't dictate or give a “honey do” list, but leave something that encourages and reminds them how special and loved they are by you.*

- Be creative and put notes in surprising places to be found later on when they least expect the surprise. A smile during a tough day goes a long way.

### **3) Visit Training Sites**

- Have your spouse come visit training sites to see what happens on the trail and gain understanding on the demands of the job and the environment.

- Use as a way to steal a little time with your loved one.

### **4) Bring Meals (Training/Charge of Quarters (CQ)/Staff Duty (SD)**

- Another way to get some face time with your loved one and to fellowship.

- What better way to be appreciated than with a meal. Remember, having something from home is always better.

### **5) Make a Weekly Date and Keep It**

- Mark the calendar and have a plan for a date night once a week, bi-weekly, or monthly. Whatever you do, DO NOT cancel date night.

- Rotate who decides the particulars of the date. Don't allow date night to always be one sided.

- Include good surprises and new places.

### **6) Send a Daily Uplifting Text Message**

- Stay connected with a daily special text message.

- Remind them why you love them and married them in the first place.

### **7) Do Physical Training (PT) Together**

- Get fit and share time together first thing in the morning. A healthy marriage begins with a healthy lifestyle.

- Sharing in hobbies is a terrific way to stay connected.

### **8) Get Involved in Company (CO)/Battalion (BN) Family Readiness Group (FRG) or Events**

- Stay connected by connecting your spouse to the CO or BN. Make them feel a part of the organization.

- Work to create an extended family/support structure through the CO and BN FRG.

### **9) Read a Book Together and Discuss It**

- Share common interest through a good book and prepare to have engaging discussions about what you read. This will always give you something to talk about other than work.

- Not only engage your interests, but also engage your minds as a couple as you mature together.

### **10) Plan Ahead for Cycle Pass/Cycle Break**

- Each cycle offers opportunities for off time (in-cycle pass, 4 day end of cycle pass, and the occasional longer cycle break). Make a plan to do something special during this time off.

- Seek to do exciting local trips or if possible try to get away for a change of venue.

- Whatever you do plan something together. If that is lounging around at home, fine as long as you both agree on the plan. Take advantage of these valuable times to reconnect.

### **11) Be a Part of a CO/BN DS Spouse Support Group**

- Have spouses connect with others and share experiences/challenges with those living through similar circumstances.

- Build friendships and mutual support systems to help out when help and support is needed.

- Use this group as a social connection for local outings and get-togethers.

### **12) Practice Your Spouses Love Language Daily**

- Discover and learn to speak your spouse's Love Language (Quality Time, Words of Affirmation, Acts of Service, Gift Giving, or Physical Touch). Read "The 5 Love Languages" by Gary Chapman.

- Speak love to your spouse daily so you can keep your spouse's "love tank" full.

- You have to speak love to receive love.

### **13) Support and Encourage Each Other**

- Give constant support to your spouse in whatever they are accomplishing. Don't make them choose between things that are beyond their control.

- Encourage your spouse to be strong and finish well

every day. Every day is a good day when the one's you love come home.

#### 14) **Be Creative - Avoid "Groundhog Day"**

- Find new and different ways to enrich each other's lives.

- Don't be afraid to suggest or try new things to keep the embers burning.

- Always remember that COMPLACENCY is a marriage killer.

#### 15) **Don't Fear the Trail**

- Don't fear the unknown, but instead embrace what you have and make the best of it. As the saying goes "this too shall pass."

- Use this as a time to make your relationship stronger and create new paths of marital happiness.

#### 16) **Prioritize Attending Strong Bonds Events/Retreats**

- Attend Strong Bonds Events/Retreats to retool and recharge your marital batteries.

- Look at Strong Bonds events as Preventative Maintenance for your marriage.

- Remember, it's always a free event.

#### 17) **Avoid Negative Surprises**

- Two-way communication within a marriage has to be a constant on the trail.

- Seek to be transparent and up front with your spouse. Never hold anything back.

- Work to resolve all issues as soon as they arrive. Avoidance just delays the inevitable and in most cases just make matters worse.

#### 18) **Do Not Make Presumptions**

- Do not presume that marriages just struggle in this environment. Change the culture by changing how you approach your marriage in this environment. Don't be like the Jones'.

- Do not presume that your spouse understands life on the trail.

- Do not presume to know what your spouse wants or needs from you and vice versa. If you want or need something ask for it. Nobody has the ability to read minds.

- Do not presume all is well at home. Always be open to talking and sharing, but most important listen to their needs. Seek to engage them daily about their day.

- Do not presume to have all the answers. Seek help if you need help.

- Presumptions lead to empty hopes and unfulfilled marriages.

This by no means is an exhausted list of ideas for an "Intentional Marriage." Take some time with your spouse and use this as a starting point. Come up with your own creative list of ways to stay connected and enriched as you serve. And remember this isn't just for time on the trail, but make an "Intentional Marriage" wherever you go.

### **Summary**

In the Army all we do is prepare and adapt. We train, train, and train some more in order to be prepared to do whatever the mission requires. It's tiring, requires long hours, and very repetitive. But we do it day in and day out to respond to whatever the Army calls us to do and we do it to the best of our abilities. This is our profession as a Soldier and one day it will all come to an end when we hang the uniform up for the last time. Then all that remains is perhaps a pension, some awards and plaques, and we can pray a committed spouse.

The time is now to invest in that future. Commit to have that same dedication to your spouse as you do your Army life. Seek to prepare your spouse and your family for life on the trail. But if you are already deep into it on the trail, it's not too late to make course corrections. Preparedness has to begin with an intentional plan. You wouldn't take a vacation without knowing the destination or how you were going to get there? So, why live life without a plan. Have a plan built on being intentional and when you leave the trail not only will you leave with an enriched marriage, but also an "Intentional Marriage" that will last a life time.

---

**Chaplain (CPT) Michael Fox is the Battalion Chaplain for the 3rd Battalion, 13th Infantry Regiment, 193rd Infantry Brigade**

---





The bad news is time flies.  
The good news is you're the pilot.

Michael Altshuler



## *Three Basic Requirements:*

*PT / BRM / Resiliency*

*1SG Thip Siyajuck-Lynn*

As a First Sergeant in a FORSCOM unit, I realized there were a few things new Soldiers had to be proficient with when reporting to their first unit. They need to be able to pass the requirements for the APFT, qualify with their individually assigned weapon and maintain a certain level of resiliency. Why resiliency and not discipline as most would want, because I believe with a base level of resiliency everything else can be developed. A resilient Soldier can be shaped and molded into the disciplined and hard charging Soldier we all want and need.

As a First Sergeant in FORSCOM, during the Train/Ready phase of the ARFORGEN cycle I had hopes of receiving Soldiers to fill shortages in the critical MOS I needed to be able to effectively support my battalion. I recognized our issues and began to cross train every Soldier on every MOS at every level in our unit. Food Service Specialist were trained on vehicle operations to fill the gap in a convoy and the Unit Supply Specialists were turning wrenches in the motor pool. After several requests, my Brigade Support Battalion CSM sent me about 20 Soldiers in the span of a month to meet my authorized Modified Table of Organization and Equipment (MTOE).

Similar to any other First Sergeant, I was relieved to have received those Soldiers so close to our scheduled training at the National Training Center (NTC). To get these Soldiers ready for NTC, I gave them an Army Physical Fitness Test and sent them to the range so they could qualify with their

individually assigned weapons. Disappointment couldn't begin to describe the results. One third of the Soldiers that took the APFT failed at least one event while several others failed two events. I placed five Soldiers on the Army Weight Control Program for exceeding the authorize body fat content. Worst yet at the range, half the Soldiers were not confident with their weapons and couldn't apply the fundamentals of marksmanship. The basics had to be taught and the Soldiers were sent to the range several times in order for them to zero their weapons to qualify. The process was so exhausting and painful, naturally the first question I asked was, "how in the world did they pass basic training?"

Now that I am a Basic Combat Training First Sergeant at Fort Jackson, I realized what a great opportunity I have to be part of the transformation and Soldierization process. Being fortunate enough to be on the other side and know what I need and want from new Soldiers so they will be an immediate asset when they report. How do I better prepare these warriors for their future duties? I believe it starts from the minute we receive Soldiers from the 120<sup>th</sup> Reception Battalion. It's critical we turn up the heat and shift gears to high intensity, setting the tone for the entire 10-week cycle right away. We need to build resilient Soldiers right away. It's already a culture shock for most, so we need to capitalize on that. Don't allow the Soldiers to settle for the bare minimum.



In accordance with TRADOC guidelines in order to graduate, requirements for PT and BRM are spelled out. Every Soldier must pass the End of Course APFT and qualify during BRM 10 with reasonable amounts of attempts. But that's just the 50 meter target. Sure they will pass their APFT with 50 points in each event and all they need is to hit 23 out of 40 targets. What about when they report to Phase IV and V, then follow on to their first unit? In order to graduate, the requirements become higher and they have to pass with 60 points in each event at the APFT, the Army standard. Again, we need to instill in our warriors the will to exceed the standards. I worked for a great Battalion Command Sergeant Major that spoke on 60% Soldiers and how ineffective those types were. "60% Soldiers will only give 60% effort 60% of the time". That leaves too many percentages unaccounted for.

How do we challenge these Soldiers to find the warrior spirit within them? That's a job we charge all of our Drills Sergeants with on a daily basis. My Drill Sergeants take an immediate approach by instilling resiliency through fear, stress, and discipline. Discipline can be found in the form of constant corrections in a very loud voice. The Soldiers are taught and corrected for everything from how to stand, march, eat, and sleep. They are told when they can speak and told how to speak to leaders.

As for PT, we utilize every waking moment to take the opportunity to get Soldiers physically fit and ready for not just the End of Course APFT, but for their future assignments. First thing in the morning we conduct PRT. Before they enter the DFAC, the drill sergeants seize the opportunity to do some more PT. After they come out of the DFAC, the drill sergeants have them do more PT. Enroute to every event is done by marching or running. Before personal time, they conduct a little bit more PT. This rhythm is repeated for six days a week. By the end of week two they are given an APFT. Some score well, but most do not. As the training weeks continue, the PT is intensified, more drills are introduced with four for the core, push up and sit up drills, climbing drill, the runs get faster and longer, and the foot marches get longer as well. So

by the end of the cycle, the failure rate is greatly reduced. Those that fail an event but score at least 30 points in the event, move to the Fitness Training Unit (FTU) where they are given additional PT prior to moving to the next phase. When Soldiers report to their first unit, they should be at their physical peak.

With a routine such as this, how is it that a brand new Soldier reporting to their first duty station is not able to meet the minimum requirements for the APFT? "The goal of the Army Physical Fitness Training Program is to develop Soldiers who are physically capable and ready to perform their duty assignments or combat roles" as stated in the FM 7-22. The PRT is spelled out day by day with specific exercises and repetitions to perform. PRT is broken down into three phases, the initial conditioning phase, the toughening phase, and the sustaining phase. While in BCT, the Soldiers are in the toughening phase preparing to move to the sustaining phase. When Soldiers report to their first unit, they are expected to be able to perform at a sustaining level. The best way I can prepare the Soldiers in training is to adhere to the guidelines outlined in FM 7-22. What it really boils down to is toughening the Soldiers physical and mental being which will also strengthen their resiliency.



As for Basic Rifle Marksmanship, we integrate weapons immersion within the first 48 hours of their arrival. The Soldiers are introduced immediately to the safe handling and maintenance of their individually assigned weapon. BRM 1 is taught within the first four days of arrival and BRM 10 is their qualification day. We dedicate a solid three weeks of progressive training to the Soldiers prior to their qualification day. BRM 1 is an introduction of weapons safety, weapons parts,

and weapons handling procedure, then progress to BRM 2 for fundamentals and range procedures and progress to finally BRM 10, qualification. An excellent tool to help train Soldiers is the Engagement Skills Trainer (EST) 2000 which provides marksmanship training simulating for shoot/don't shoot training and a static unit collective tactical training. The system simulates weapons training events for marksmanship qualification making the range realistic. With various training aids and countless hours of weapons training, the Soldiers should not leave basic combat training unfamiliar with an M16A2 or M4.



In order to help the Soldiers understand importance of being proficient in weapons marksmanship is to reiterate all of BRM 1 through BRM 10. Some Soldiers believe that all they have to do is qualify while in basic training and not have to do it again when they report to their unit. They have to be able to understand grouping and zeroing because they will have to do that on their

own when they are at their operational unit. There will not be a Drill Sergeant coaching them through the process. Bottom line is that they need to be self sufficient, making their own adjustments, and practice the discipline of the fundamentals of marksmanship.

Although basic training clearly defines what the criterias are in order to pass for weapons qualification and Army Physical Fitness Test, resiliency is not testable. To complete basic training is a good start in building the Soldier's resiliency. That good start is all I would need as a FORSCOM First Sergeant. Not allowing the Soldiers to settle for 50% or 60% during the End of Course APFT, hit 23 targets out of 40 is another plus for me because I think it will breed a more fit and skilled Soldier. I feel my job here is to provide the basics of what the Army is, ensure the Soldiers meet the standards but push to get the best effort out of every Soldier that passes through here. If I can do these things well during my time here, maybe I will have lessened the headache for the First Sergeants on the other side.

---

***1SG Thip Siyajuck-Lynn is the First Sergeant of  
Foxtrot Company, 3rd Battalion, 13th Infantry  
Regiment, 193rd Infantry Brigade***

---





## Leadership 101

Dwight David “Ike” Eisenhower (1890-1969) was one of the few five-star generals in the history of the U.S. Army. During the Second World War he served as Supreme Commander of the Allied forces in Europe. In 1948 Eisenhower became President of Columbia University. He left the university to become Supreme Commander of NATO forces in Europe, retired from the military in 1952, and returned to the presidency of the university, which he held until 1953.

From 1953 to 1961 he served as President of the United States, the first Republican to hold that office in twenty years, while he was President, Eisenhower oversaw the cease-fire of the Korean War, expanded the Social Security system, and launched the Space Race and the Interstate Highway System.

Dwight Eisenhower had the ability to capture a great deal of wisdom in few words. Although he worked in environments in the military, in academia and in politics, where giving orders was the commonly accepted way of leading people, he was able to see the limitations of that approach. He knew pushing people often caused them to push back, and he likened leading people to working with a piece of string. **“Pull the string,” he said, “and it will follow wherever you wish. Push it, and it will go nowhere at all.”**



# *Fostering Intellectual Curiosity in a Training Environment*

*Keith H. Ferguson*

***“... our Army is at risk if we do not recommit ourselves to the value of learning in the development of our Soldiers and leaders. Therefore, we are undertaking a series of changes within the Army to reframe our fundamentals. ...The senior leaders of our Army are committed to re-instilling into our fabric the great value that learning provides.”***

*The United States Army Learning Concept for 2015*

The Army is embarking on a fundamental change to how it educates Soldiers in the institutional domain. At its core, the change will come through the implementation of the Army Learning Model. However, tenets associated with this new educational model are doomed to failure without two significant paradigm shifts. First, Army leadership and instructors must embrace, promote, and model intellectual curiosity, intellectual courage, and transparency. Secondly, students must possess a hungry mind and focus their technological prowess and stimulation needs. The desire for change will not in and of itself provide the catalyst for change. Indeed, the need for two distinct and diverse groups to embrace the new learning model may interfere with the success of its implementation.

## **Intellectual Curiosity and Paradigm Shifts**

What is Intellectual curiosity? Is it necessary? From where does it come? **Intellectual curiosity is the pursuit of knowledge as a value in and of itself.** It is the development of a natural curiosity that exists within every person. Unfortunately, knowledge for knowledge's sake is not usually part of a training environment.

Within the training community, there are many people who do not find an academic difference

between education and training. However, as Dr. John Kline from Air University has differentiated, education is primarily conducted in the cognitive domain and training in the psychomotor domain<sup>1</sup>. Simply put, education is concerned with creating thought while training centers on accomplishing tasks. Training and Doctrine Command (TRADOC) published its TRADOC Pam 525-8-2 to address changes required to implement the Army Learning Model (ALM) and emphasizes the need for rapid, adaptive learning to compete with the changing tactics and infrastructure of the technological age. However, it fails to answer the above questions and we must address these too.

Fostering intellectual curiosity in a typical training environment is not as easy as it may sound. The paradigm shifts are colossal, cultural, and difficult to achieve because they only occur when there is a new and complete “conflicting truth” between the way things are and the way things should be. Paradigm shifts mean there is a change in the way people think about their world and universe. It means that the person who experiences the shift has a very different form of understanding from that of current dominant culture. Thomas Kuhn, father of the concept of paradigm shifts, wrote in his book The Structure of Scientific Revolution which consistently shows us that

paradigm shifts are rarely dictated from above but rather the result of a “series of peaceful interludes punctuated by intellectually violent revolutions”, and in those revolutions “one conceptual world view is replaced by another.”<sup>2</sup> Leadership might command or dictate that changes occur, but there is no guarantee there will be a wholesale change in the way someone thinks. Kuhn points out that the geocentric theory, with the earth at the center of the universe, which is instrumental in the formulation of other world views was gradually replaced by the heliocentric model heralded in by simple astronomers.<sup>3</sup>

The Protestant Reformation is another great example of this principle. Catholic leadership was fighting change and actively supporting old ways of thinking, but below the command structure came new ideas that threatened entrenched leadership. The Reformation occurred only because there was a systemic change in which the old way of thinking no longer worked in the new cultural world. Curiously, it is leadership that often enforces and maintains existing paradigms, and even though there may be awareness of a need for change leadership may not legislate one.

### **The Educational Leadership and Instructor Paradigm**

#### ***Intellectual Curiosity***

The first paradigm shift to support the implementation of the Army Learning Model must take place with the leadership and instructors and address three components: intellectual curiosity, intellectual courage, and transparency.

Essentially, leadership and instructors in education and training environments must first become intellectually curious themselves. The need to document student accomplishment of the learning objectives often stifles this curiosity. Instructors fear tangents which could lead to discussions that are off topic and decrease the time available to accomplish the specified task, even though the tangent may identify something crucial for students to know. The reason for this is quite simple.

Tasks are used to identify learning objectives because it is easy to document accomplishment. Either a student learned the task and could perform it, or they could not. It also becomes very easy to address training shortfalls. If a student fails

to perform a task to standard the student must conduct retesting or move (e.g. recycle) to an area where they can learn to do it. As a result of the differentiation between education and training, TRADOC published TRADOC Regulation 350-70, which identified measurable outcomes by the use of very specific verbs. Implementation of the Army Learning Model meant rewriting the 350-70 and removing many of the specialty verbs. However, much of the Army is plagued by, as are many modern businesses and education institutions, using and accepting the use of an outdated excuse “that is not the way we have always done things.”

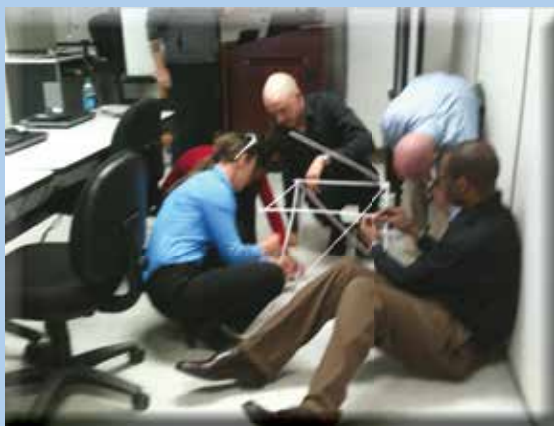
The senior most leaders within TRADOC have embraced the need for a new learning model, but this does not mean that intermediate leaders or instructors in the ranks have embraced the new concept. The old model worked because it provided a metric for goal accomplishment. As long as the middle management can point to, for example, a number of students trained or a certain percentage of those trained passed, they could argue that their program was successful.

In an effort to implement guidance, senior leadership embraced the use of facilitation as the desired method of instruction. But facilitation makes it harder for instructors and intermediate leaders to identify success because new learning objectives are primarily in the cognitive domain. Measuring and quantifying thought can be a difficult task. To capture intermediate leadership buy in to the new model, they must be able to question the way things were done. Further, senior leaders must encourage, and at times cajole, subordinates to be critical thinkers and to ask the one essential question of intellectual curiosity: “Why?”

Many times, subordinates feel as if suppression of curiosity is one of the goals of the classroom. Students are expected to perform a certain way all of the time. Questioning the way things are done is discouraged. Instructors learn to suppress curiosity using many techniques, from facial expressions to physical movement. If leaders tell their subordinates to “try new things and report back,” yet do not implement what seems to work well, they risk limiting their subordinates’ development of new solutions or trying to change institutional culture. The result is entrenchment of the old and failing paradigm. Legitimate new ideas cannot receive lip service. Rather, leaders must elevate and encourage them. Leadership’s



failure to enact new methods or ideas they receive will eventually dry up the well of creativity within their formations. Lastly, only when intermediate leaders and instructors ask why do they teach this way or whether there is a better way in which they can arrive at a measurable, quantifiable goal will we have achieved intellectual curiosity.



Students learn about group dynamics through hands-on exercise

### ***Intellectual Courage***

The second component within the leadership and instructor paradigm is the need to possess intellectual courage. Intellectual courage enables people to ask hard questions and not follow the status quo. Within highly regimented organizations such as the armed forces and law enforcement, Irving Janis identified a problem called “groupthink.”<sup>4</sup> Groupthink occurs where there is a pre-established norm to conform. The Army is one of those groups that highly values conformity and adherence to established norms. Commanders often have their own set standards of how they do things and they expect those below to follow those same practices. Janis indicates that in a highly regimented group, subordinates will not question the way things are done even if they identify a better or more efficient way of conducting business. As a result, if commanders will not display intellectual courage to re-evaluate the way training and education is conducted, their staffs may fear to question the way things are done. Their fear of being labeled as a malcontent, trouble-maker or worse keeps them from questioning long standing procedures and practices concerning education and the training of soldiers.

Many people are threatened by change. Everyone has heard the old adage, “If it ain’t broke, don’t fix it.” As a result, when need for a change is identified, many of those who are responsible for that change, fail to adequately address all of the issues pertaining to it and do not provide leadership with contrary and perhaps innovative ideas. Those who come

with innovative ideas are sometimes stifled by the managerial staff above them. If subordinates perceive they do not have the support to try new ideas, they will not include them in their daily tasks and routines.

Cultural climate also stifles creative thought. Perception of a closed climate contributes to the perpetuation of doing things routinely with a minimum of thought. Although our leadership has developed many skills and possess college and graduate (sometimes doctoral) education, many are not credentialed educators. Army Regulation 600-100 stipulates the requirements for the Commanding General, U.S. Army Training and Doctrine Command. Obviously anyone who holds this position is highly qualified but it is important to note that the requirement for this position does not necessitate an educational background or credential.<sup>5</sup> Examining the biographies of the TRADOC commanders over the last 20 years, only one of them had any kind of degree in education and that was an honorary degree.<sup>6</sup> There have been several Commanders who have made a dramatic positive impact on the Army education system while at the same time, other decisions have been made that have required major changes in the educational model but that have not been made for purely educational reasons.<sup>7</sup> While an educational credential does not necessarily create good teachers or great educational programs, it would provide a level of expertise that would assist in the evaluation of educational programs. TRADOC leadership is crucial in implementing this new model of education. Now is the time to make sure that it is implemented with leadership that truly has the educational background to initiate best practices. Change in curriculum and lesson plans should be made to reflect best educational practices. Educational theories develop over time and are continually refined. The ADDIE model which shapes the development of all training and education contains a step of continuous and progressive evaluation. That progressive evaluation step is necessary after every lesson plan is completed. It takes intellectual courage to admit that wholesale change might be necessary to create a positive learning environment. It is courageous to make consequential decisions to change a curriculum in its entirety in order to better train soldiers and civilians. Our leaders are used to making big picture decisions and as leadership has identified a new model, they must enable those below them to accept and implement change.

### ***Transparency***

The third component in this shift is the transparency in the exhibition and execution of the qualities discussed in the previous paragraphs.



While simple in theory, yet much more difficult in practice, subordinates must see intellectual curiosity and intellectual courage in action by their senior leaders.

Transparency means opening up the process of development and training delivery and invite scrutiny. This invitation must go from the lowest to the highest in rank. It must include those from all backgrounds, culture and MOS. Many new ideas and innovation come from people who are experiencing something that is unfamiliar to them. This unfamiliarity enables people to approach problems in ways that were not even considered by the traditional Subject Matter Experts. An example of this phenomenon is explained in Joel Barker's *The Business of Paradigms*. In it, a group of students invent a 2 passenger vehicle that goes from 0-50 in eight seconds, gets 60 miles to the gallon and only had 12.5 horsepower. This vehicle was not invented by vehicle engineering students, but instead by hydraulic students who used their knowledge of hydraulics, and compression to propel the vehicle.<sup>8</sup>

If we examine the Army Learning Model with intellectual honesty, we see some short falls that must be addressed. The transparency that is required to evaluate where we are; and where we want to go, clearly identifies that there is more work to be done to initiate and integrate the Army Learning Model to its fullest extent.

However, we have been at war for more than 10 years. The demands of war necessitate the creating of warriors; fighters and not thinkers. Warriors have to make split second decisions that impact the lives of individuals. The Army needs to know that a leader can do that and so has trained its leaders to make such decisions. The Army has not had the luxury of having Warrior Educators, in times of war, they could not be afforded. But, as the Army winds down from war on several fronts, and faces significant reduction in force because of the US budget, the time has come to truly institute education into the lives of the common Soldier. Investing time now to create a truly thinking warrior will be time and money well spent. The concept of educator warriors is not new. In the past it was probably referred to as philosopher kings. These kings were well-versed not only in military strategy, but also had an appreciation for the humanities which enabled them to understand culture as they had to manage kingdoms that they had conquered.

Alexander the Great is probably the best example of the Warrior/philosopher king.<sup>9</sup> His education provided by Aristotle prepared him to be a political leader as well as a military leader. The education he received made him a thoughtful ruler, understanding that the fight to control an empire is not just one of military strategy but also of reflection on political strategies, and on ways to satisfy diverse groups.

In the same way, TRADOC now has an opportunity to truly implement the revolutionary new model of education, ALM. Implementation at this time will allow soldiers to become thinkers, and rather than responding in an instinctual way that they have been taught, they will respond as reflective thinkers, and use the resources (people, education, culture, money, etc.) to further their goals as well as the Army's. Accomplishment of this task will require new leadership that has education and military science, first and foremost, as they will need to direct the training and education of the modern day US Soldier.

Commands can attempt all three components of the first paradigm shift through regimentation, while remembering that the desire for institutional change alone will not create it. In summary, for institutional educational change, leadership must embrace intellectual curiosity, intellectual courage and transparency.



Students prepare for parachute jump. This is a training experience, no room for innovation or experimentation.

## The Student Paradigm

The second paradigm shift must come from the students themselves through the cultivation and development of hungry minds. Secondly, students must harness their technological prowess and focus their stimulation needs.

### *The Hungry Mind*

Leaders and instructors must cultivate subordinates and students to have an inquiring mind and intellectual curiosity. Creating the conditions for this shift to occur may seem antithetical to instructors in the institutional domain because task accomplishment has been the focus of education for years. Intermediate leadership and instructors can be transactional leaders who often teach with a regimented mind. An example would be an instructor who says “Do this, think that, because I tell you that’s the way it is.” One cannot command a mind to become hungry. Yet it is the “hungry mind” which research has shown is one of the core determinants of individual differences within academic achievement.<sup>10</sup>

The hungry mind is not and has not been part of our educational culture; not in our secondary schools, our colleges, or our Army culture. Work for work’s sake is ingrained in a majority of our students through their initial 12 years of education and further supplemented many times over by online or classroom schooling. Many teachers go about the business of teaching using the old and archaic methods that have been used for the past 200 years. The primary model of teaching in our high schools and colleges is the Pratt model. It is called the “pour in method” by many educators. In the Army’s own FDP 1 class, it is the first model shown as the means of instructing students. It is the oldest model and it is still the predominant model used.<sup>11</sup> Our digital age shares some responsibility for the creation of a lazy mind. With so much information at our fingertips and the press of a button we no longer need to simply know things. Computers, data devices, and cell phones hold the knowledge



Student gives hand signals to direct flight of helicopter after successful hook up of sling loaded vehicle

for us. The creation of the digital intellectual infrastructure, such as online universities, has allowed everyone to receive an education. Yet with the proliferation of so many learning institutions, no single standard by which we measure academic progress has been developed. With no single standard, it is hard to identify what is the measure of success and accomplishment.

In the past, students knew their instructors and their fellow students. Students were cultivated or disciplined by the cult of charisma (or destroyed by the lack thereof) surrounding a particular teacher. Today that is changing. The god of the new classroom is the amount of technology and flash that can be added to a lesson plan. Generation X and the Millennials have been brought up in the culture of Sesame Street and do not view learning the way previous generations did. Baby Boomers often viewed school as a duty, and for some a necessary evil, to get a good job. Their expectations were that slogging through a tedious education would pay off with the dividend of a good job.

### *Technological Savvy and Stimulation Focus*

Many of today’s students are technologically savvy and view education as entertainment. By entering the search criteria “edutainment” in Google, one finds a frightening list of real and dubious educational

opportunities for today’s students. For many students if the teaching is not entertaining, then it is not worth studying. Students must harness their technological savvy and focus their education stimulus needs.

Through the use of digital technology, today’s students seem to prefer receiving communication in 10-60 second sound bites. At a recent Blackboard Developers Conference held in New Orleans, the Chief Technology Officer of Blackboard proudly touted that as many as 106 million people have accessed a learning management system platform. However, he also stated that the average length of those sessions was only two minutes<sup>12</sup>. Teachers know from experience that students who absorb their education in small bits (i.e. at two minute intervals) are not going to be deep thinkers on a topic. Although the internet

allows for access to information through “surfing,” unfocused absorption of material does not lend itself to transference into long-term memory. Unfortunately, in-depth study takes work and cannot be received in such a piece-meal fashion.

Further compounding the problem, our communications are converting into smaller and smaller bits as evidenced through the advent of text messaging (e.g. txt msg) and Twitter (or tweets). These easily digestible bits of information tend to allow receivers to make snap decisions on anything from what they might want to eat or for whom they might want to support for President of the United States. The cultural consequences of small bit information digestion are yet to be seen, but from this educator’s vantage point the outlook is not impressive.

Digital platforms thought to be the latest and greatest learning tools are actually exacerbating the problem. The Army is moving more toward facilitated learning, which is a good thing. However, it is also increasing the use of digital and social technologies that change the role of the typical instructor. Ever decreasing budgets have led to decisions resulting in decreasing instructor contact hours with students. Instead, interactive media instruction is taking the place of instructor/student contact. There are some great things interactive multi-media instruction (IMI) can accomplish, but does its use challenge a mind to be hungry? In nontraditional environments, student buy-in is generally less than that encountered in the traditional classroom. The use of IMI can certainly facilitate content or enable classroom management, but in terms of creating student buy-in or perception of value there seems to be room for improvement.

Leadership, to include developers, writers, and instructors; can help to create hungry minds that seek out information students can use immediately to solve problems. Additionally, writers and developers can help to focus today’s students on the ways training is evolving to focus students’ technological savvy to mitigate the notion of “edutainment” while achieving instructional relevance.

In summary, the Army is facing significant educational change. Senior leaders have directed the incorporation of new and exciting changes and must themselves model these by incorporating intellectual curiosity, intellectual courage, and transparency. The challenge will be for intermediate leadership and instructors to embrace this shift, to alter their education paradigms, and implement intellectually rigorous, relevant, and realistic material to learners with high stimulation needs. Students bear equal responsibility to help develop their intellectual curiosity and bring a hungry mind to the classroom and to focus their technological stimulation to achieve maximum results. Together, intermediate leaders, instructors, and students may complete the vision and produce adaptive learners who can solve problems and fight battles in the digital age. ***If not, the Army Learning Model will be the good idea that fades into obsolescence.***

---

***Mr. Keith Ferguson is a Staff and Faculty Instructor for the Soldier Support Institute . He has a degree in sociology from Wheaton College and a Masters in Education from Plymouth State College. He has over 30 years of teaching experience ranging from primary school to adult education. His previous post was Ft. Lee, VA where he served as a scenario developer and instructor.***

---

- 1 Dr. John A Kline, Air University Review, “Education and Training: Some Differences,” Vol. XXXVI, No. 2 (January-February 1985): 94-95.
- 2 Thomas S. Kuhn, “*The Structure of Scientific Revolutions*,” Second Edition, Enlarged, The University of Chicago Press, Chicago, 1970(1962) 10
- 3 Ibid. 112
- 4 Irving, Janis, *Victims of Groupthink*. (Boston: Houghton Mifflin Company,) 8-9
- 5 Army Regulation 600-100, 8 March 2007. Sec. 2-8 : 7-8
- 6 [http://en.wikipedia.org/wiki/Commander,\\_TRADOC](http://en.wikipedia.org/wiki/Commander,_TRADOC)
- 7 STAND-TO! Edition: Tuesday, October 19, 2010
- 8 Joel Barker. *The Business of Paradigms*. Video
- 9 <http://www.biography.com/people/alexander-the-great>
- 10 S. Von Stumm, B. Hell, T. Chamorro-Premuzic, Perspectives on Psychological Science (2011) “*The Hungry Mind: Intellectual Curiosity is the Third Pillar of Academic Performance*,” Volume 6, Issue 6 Sage Publications: 574-588
- 11 Faculty Development Program, Phase 1: Command General Staff College, Ft. Leavenworth, Kansas, Greg Bakian (August) 2007
- 12 Ray Henderson. “Blackboard Corporate Keynote.” Blackboard Inc. New Orleans, Louisiana. 11 July 2012.

# "I Will Be Sure Always"

## Airborne Orientation Course (AOC)

### CPT Ori Avila

If you ever find yourself on the 120<sup>th</sup> Adjutant Battalion (Reception) compound you may catch a glimpse of cadre in ACUs and red baseball caps escorting Soldiers to and from training, appointments or processing stations. The NCOs that don the red baseball caps comprise the cadre of a relatively unknown program called the Airborne Orientation Course (AOC). The AOC program on Fort Jackson is the only one in the entire US Army. However obscure AOC is the significance of the program is undeniable. AOC is responsible for preparing basic combat training graduates with the military occupational specialty (MOS) 92R, parachute rigger, for the physical and mental rigors of the US Army Airborne School (USABNS). For parachute riggers, airborne school is a pre-requisite for their advanced individual training (AIT). AOC serves as a critical enabler to the Army's accession management process as it assists in filling the ranks of a key MOS for airborne operations.

The 120<sup>th</sup> AG BN (REC) is the largest reception battalion in the United States Army. The vast majority of Civilians who have been assigned the 92R MOS begin their transition to Soldiers at the 120<sup>th</sup> AG BN. After their initial processing, these prospective parachute riggers continue training at one of the great basic combat training (BCT) units on Fort Jackson. Following graduation from BCT they make the short trip to HHC, 120<sup>th</sup> AG BN (REC), home of the AOC program. HHC, 120<sup>th</sup> is the command and control of AOC while the course's funding is provided by Fort Lee Virginia.

AOC is three weeks long and includes an intense fitness program where students are not only



challenged physically with twice a day work outs but are also taught proper nutrition, and proven methodologies to help increase their physical performance. In order to graduate, Soldiers must pass the Army Physical Fitness Test (APFT) in the 18-21 year old standards with a score of 60% in each event. Additionally, Soldiers must also complete a 3.2 mile run within 36 minutes. Aside from physical fitness training, students receive classroom instruction that include: introduction

to airborne operations, parachute orientation, and nomenclature specific classes like air items orientation. Soldiers participate in practical exercises inside a mock aircraft where they are further familiarized with the actions that will take place during the five parachute jumps that they will perform during USABNS.

The benefits of the AOC program are evident in the increased, and at times exponential, (APFT) score improvement. Likewise, the 94%-96% success rate of AOC graduates attending the USABNS is testament to the success of the program and the professionalism and diligence of the cadre. Prior to the arrival of the AOC program on Fort Jackson prospective parachute riggers were shipped from BCTs across the entire Army to the USABNS inundating Fort Benning with Soldiers that could not meet the physical standards of airborne school. Often, as a result, Soldiers that failed to meet the physical standards had to be subsequently re-classed or chaptered, all at great expense to the Army. The AOC program functions as a preferred alternative. Soldiers are given the time, assistance and individualized guidance previously un-provided, at a location where most parachute riggers come through, and the ones that cannot meet the standards are processed accordingly prior



to their arrival at Fort Benning and the incurring of increased cost.

What exactly qualifies the NCOs of the AOC program to be instructors? Aside from being 92Rs themselves, they each come to Fort Jackson with extensive experience within their MOS after having served the Army in various units. The AOC cadre certification program spans three installations. On Fort Jackson, AOC cadre attend; Cadre Training Course (CTC), Applied Suicide Intervention Skills (ASIST), Army Basic Instructor Course (ABIC), Master Fitness Trainer (MFT), Master Resiliency Trainer (MRT), Lifeguard certification and cardiopulmonary resuscitation (CPR) training. On Fort Lee, AOC cadre receive training on parachute systems that they are either unfamiliar with or have to reacquaint themselves with, as was the case in December of 2012 when the cadre either certified or recertified on the MC-6 and T-11 parachute systems. The cadre also trained on the parachute systems utilizing virtual simulators. During this time the HHC commander and the AOC cadre participated in a conference that resulted in an improved program of instruction (POI) and new lesson plans.

While assigned to HHC, 120<sup>th</sup> AG BN (REC) each AOC cadre member is placed on hazardous duty orders and permissive jump status. On Fort Benning, AOC cadre receive Basic Airborne Refresher (BAR) training as needed. Additionally, cadre members maintain required proficiency by participating in airborne operations. This took place most recently in February of this year when AOC cadre participated in the culminating event of the cadre certification program when they conducted a static line parachute jump from a fixed-winged aircraft.

Perhaps, the efficacy of the AOC program is best described by the comments of 92Rs. A graduate of AOC wrote in a critique “I have never been challenged physically to the extent that I was while in AOC and it was what I always thought the Army would do to and for me.” Similarly a student wrote “I can run faster and farther than I ever have in my life.” Another student wrote, and this comment reflects a sentiment that is seldom revealed and hence, rarely captured or quantified, “Before coming to AOC I had a lot of misgivings about

being a paratrooper but the cadre dispelled rumors and instilled confidence in me.” This sentiment was also captured in the following comment, “learning about what I will be doing was the best part... listening to his [my NCO’s] personal story about his time as a rigger made me want to do better.” However, the comment that may best sum up the importance of the 92R MOS comes from Mr. Richard Santiago, the Director of the Aerial Delivery and Field Services Department on Fort Lee, Virginia. He stated that he often tells AIT students, “As a rigger you have the ability to affect lives in several ways. A rigger can pack up to 25 parachutes a day, however, for simplicity let’s say the parachute rigger packs only 10 parachutes a day for one week. That is 50 parachutes a week times 52 weeks which comes to 2600 parachutes a rigger can pack in a year. That is 2600 lives as a parachute rigger you affect within one year. So it’s critical that you understand the parachute rigger motto; ‘I will be sure always,’ because an airborne trooper does depend on you.”



If you weren’t aware of this program before, hopefully, this article shed more light on it. If you weren’t aware of the red capped cadre of AOC, you have now been familiarized with them. So if you ever see the black and silver PT shirt or sweatshirt of the AOC instructors running on any given Tuesday or Wednesday around Fort Jackson feel free to yell out “airborne” and they will be sure to reply in kind.

---

**CPT Ori Avilia is the Commander of HHC, 120th AG BN (REC), 171st Infantry Brigade.**

---



# PROFESSIONALISM IN FISCAL AUSTERITY: LESSONS FROM OUR ARMY'S PAST

COL JOSEPH MCLAMB

**T**he Army was a busy place in 1877. Reduced to a small fraction of its Civil War size and still led by veterans of that conflict, the Army was withdrawing from the last of its posts in the South from which it had conducted Reconstruction missions, arrayed along the Mexican border to prevent bandits from crossing, and distributed in small outposts across those areas still inhabited by Native Americans, both “pacified” and “hostile.” During the year of 1877, the Army would fight a major campaign against Chief Joseph in the west, narrowly avoid open war with Mexico in Texas, and put down a series of “insurrections” – railroad employee strikes, for the most part – throughout the eastern United States. And from July, 1877, to November, 1877, it would not get paid.

Perhaps modern readers will not be surprised to learn that the reason for such a unique event was tied to intractable differences between the nation’s two major political parties, and had little to do with the Army itself.<sup>1</sup> But the reason is less important to us today than the effect. Simply put, officers, NCOs, and Soldiers served without pay in active operations for the better part of five months. As we face an austere fiscal future ourselves, we might do well to look back on how our predecessors performed under much more demanding conditions. We might learn a thing or two about professionalism.

## Life in the Old Army

In September, 1877, after months of cross-border attacks, a force of several hundred Soldiers crossed the Mexican border to conduct a punitive raid against Mexican bandits in a village west of Zaragosa. The raid was generally successful, but came dangerously close to colliding with a force of Mexican regulars sent to expel what the Mexican government considered to be an invasion. Tensions between the two nations escalated to the breaking point, and forces all along the border remained at high alert throughout the remainder of the year. A senior military leader would go on record in testimony to Congress that he considered an open war with Mexico the only feasible solution to the border problem.<sup>2</sup> With an actual strength of slightly more than 21,000 men, it is difficult to imagine how the Army would have managed such a task had it been assigned.<sup>3</sup> Simply keeping the border quiet proved difficult enough for the remainder of the year.

Most Soldiers were not concerned with Mexico, however, but with Native Americans. While the Plains still reeled from the consequences of the Little Big Horn the year prior and the Apaches remained unbeaten in the southwest, in 1877 the Army’s major campaign came when open conflict erupted with the Nez Perce in Oregon and Idaho.

<sup>1</sup> Full details of the political impasse that led to the failure to pass an appropriation bill for the Army can be found in Colonel Frederick B. Weiner, “Service Without Pay,” *Infantry Journal* (Feb 46): 38-43.

<sup>2</sup> Robert M. Utley, *Frontier Regulars: The United States Army and the Indian, 1866-1891* (Lincoln: University of Nebraska Press, 1973), 351-353.

<sup>3</sup> Weiner, 40.

### Lessons for Today

The result was a three month pursuit of Nez Perce warriors and their families over almost 1,700 miles, finally ending about 40 miles south of the intended Nez Perce destination of Canada. The campaign involved hard riding and tough fighting for the Army, and resulted in about 180 killed and 150 wounded Soldiers.<sup>4</sup>

Those who participated in the Nez Perce campaign could at least console themselves with the knowledge that they were doing what had traditionally been Army business. Back east, an even larger number of Soldiers were called to very unfamiliar duty. When large scale labor unrest led to nation-wide strikes in the railroad industry, local police and state militias proved inadequate to restore order. The President took the unusual and controversial step of committing more than 25% of the *total strength* of the Army to the problem – 650 in Chicago, 450 in St. Louis, 2,000 in Pennsylvania, 1,000 in Maryland, 500 in West Virginia, and nearly 1,000 in Indiana and Kentucky.<sup>5</sup> More than 100 strikers had been killed in conflicts with police and militia before the Army arrived at these locations, but once Soldiers were on the scene order was quickly restored without any additional violence.<sup>6</sup>



Things have changed a lot since 1877, and the challenges that face our Army today are much different than those faced more than a century ago. But the story of an Army successfully completing such a wide range of military operations while under-resourced and unpaid offers us some useful lessons as we think about the fiscal austerity we expect to face over the next several years.

1. Remain focused on the mission. When I was a young officer the older NCOs were fond of saying, “Conditions change, sir, but the standards stay the same.” I think they would have fit in well with the Army of 1877. There are always an immense number of reasons that a mission cannot be accomplished; the role of leaders is to overcome those reasons and bring their units to success. The Army of 1877 had a great excuse for not getting the job done – after all, they weren’t even being paid! But they accomplished every mission, despite enemies as tough and skillful as the Nez Perce and situations as complex as restoring domestic order in a period of national strife.

2. When you can’t afford to buy a solution, innovate. The leaders of 1877 were largely veterans of the Civil War, and probably remembered fondly how lavishly the American people had manned and equipped their Army during that war. By 1877, however, those days were long gone, and the Army had learned to use training and innovation to make up for those things that could no longer be purchased. Today, we have grown accustomed to buying new technology and hiring contractors to solve many of our problems. Like the post-Civil War Army, we must again trust to training and innovation to make up for solutions that have become too expensive for our post-war budgets. That is not all bad news. Leaders who learn to innovate in peace time find it easier to do so in combat.

Border clashes with Mexico, irregular war with Native Americans, and support to domestic authorities in multiple states – all required American Soldiers to endure hardship, perform with discipline and competence under demanding conditions, and adapt to rapidly changing and often unforeseen situations. That the Army did so well in 1877 reflects the competence its leaders had gained in the Civil War. That its Soldiers did so – many dying in the process - without being paid is almost miraculous, and marks the dawn of the professionalism that we continue to cherish in our Army today.

<sup>4</sup> Utley, 296-319.

<sup>5</sup> Barton C. Hacker, “The United States Army as a National Police Force: The Federal Policing of Labor Disputes, 1877-1898,” *Military Affairs* Vol. 33, No. 1 (Apr 69): 261.

<sup>6</sup> Allan R. Millett and Peter Maslowski, *For the Common Defense: A Military History of the United States of America* (New York: The Free Press, 1984), 247-248.

<sup>7</sup> Weiner, 42.





3. Keep faith with the American people. It is difficult to imagine that Soldiers in 1877 felt anything other than forgotten by the population they served under such difficult circumstances. Whatever they felt, however, they retained their faith in the nation and continued to perform superbly. In the end they were vindicated; in November a special session of Congress passed an Army appropriations act that provided for back pay.<sup>7</sup> Today's Army may feel a bit neglected in the current fiscal crisis, but we can and should retain our faith that the American people will, in the end, stand by their Army. Whatever the assigned task and whatever the available resources, the American people have always been able to trust their Army to accomplish the mission. That tradition must remain at the center of our culture.

#### **Life in the New Army**

Our ability to accurately predict the future of military conflict is notoriously poor, and I make no pretense of knowing what the next several years will bring to the nation or to the Army. But there is no doubt that the Army has a long tradition of weathering austere fiscal times by remaining focused on the mission, being innovative, and keeping faith with the American people. This was certainly true in 1877, and some of us are even old enough to remember the less austere but

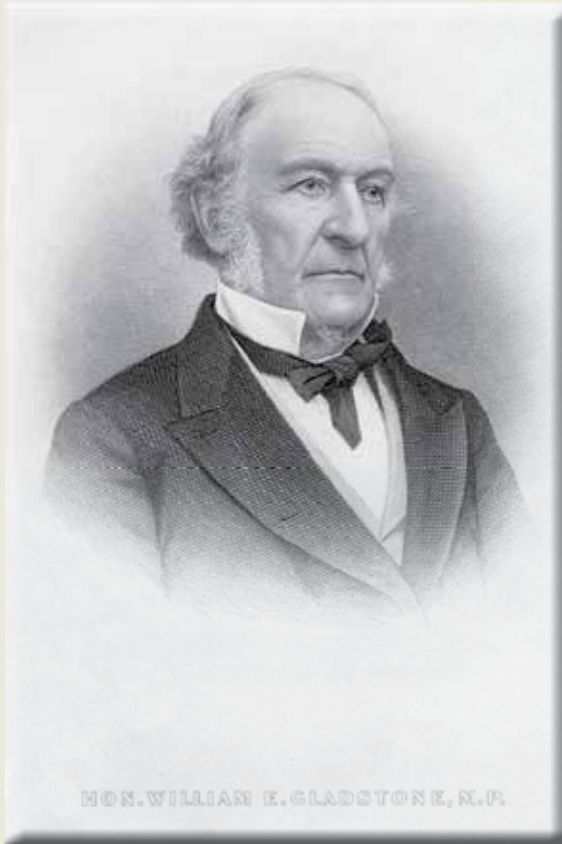
nevertheless trying period of the “peace dividend” following the Cold War. Throughout our history, the Army has remained committed to the security of the nation “whether for richer or for poorer, in sickness and in health.” If the Army tradition of professionalism is to survive, we will have to retain that commitment - whatever the fiscal limitations.

---

***COL Joseph McLamb is the Commander of the 193rd Infantry Brigade (Basic Combat Training) at Fort Jackson, SC.***

---





### ***Impress or Inspire?***

William Gladstone and Benjamin Disraeli were successful 19th century British politicians. They were brilliant and dedicated – and they could not stand each other. Gladstone, a member of the liberal Whig party, came from a wealthy family and received his formal education at Eton and Oxford. Disraeli, a member of the more conservative Tory party, was educated at obscure schools and never went to a university.

Disraeli referred to his rival in a letter to Lord Derby as “... that unprincipled mania Gladstone – extraordinary mixture of envy, vindictiveness, hypocrisy and superstition.” Gladstone said of his old enemy: “the Tory party had principles by which it would and did stand. All this Dizzy destroyed.”

They were clearly very different, but there was a singular difference between the two men. It was said if you had dinner with Gladstone, you left feeling eh was the smartest person in the world, but if you had dinner with Disraeli, you left feeling you were the smartest person in the world.

Both Gladstone and Disraeli were intelligent, talented leaders. Consider what you want to do with your intelligence, your talent and your ability to lead. Do you want to settle for impressing people, or do you want to inspire them?

## Using the CMRP as an Approach to Building Resiliency



**Chaplain (CPT) George Perry  
and LTC Eric Schourek**

The Army provides many tools to build resiliency in our Soldiers. There are three main groups that need assistance with building resiliency (couples, single parents and single Soldiers), but we continue to focus on only two groups. We have Better Opportunity for Single Soldiers (BOSS) that is focused on our Specialists and below. We hold Strong Bond events for our couples, but what about our single parents? Do we allow our single Soldiers to participate in BOSS events if they are NCO's or Officers? What program supports single parents since they are not considered single or part of a couple? This article attempts to provide an example of using the Command Master Religious Program to provide resiliency training to all three groups.

The Command Master Religious Program is a definite plan, including resourcing, for the commander to meet his or her Title 10<sup>1</sup> obligations to allow for free exercise of religion. It also promotes moral and ethical training for the command, and activities directed at morale-building. The major activities that are directed and resourced by this document include performance or provision of religious services, provision of religious literature and supplies, and various activities aimed at moral instruction, family strengthening, etc. While the focus of the CMRP is religious support, this is not incompatible with resiliency development and it can be a valuable part of the commander's plan to build resiliency in all Soldiers.

Resiliency is broadly defined as an ability to adapt to pressures and return to normal – much as a tennis ball is crushed when struck, but immediately returns to roundness. Army leadership at all levels is concerned with developing and improving resiliency in our formations. The more resilient our Soldiers are, the less likely they are to have problems with alcohol and substance abuse, marriage and family concerns, motivation and morale, self-injury, high-risk behavior, criminality, and discipline problems.

The CMRP is designed to support not only religious expression but the legitimate concerns for ethics and morale that unit chaplains address as part of their diverse duties. Regardless of a Soldier's beliefs, or disbelief, the chaplain is as concerned as others in unit leadership about the need for Soldiers to be good parents and spouses, to avoid resorting to alcohol for comfort, to avoid risky conduct, and to preserve good order and discipline.

There are many factors in the Army that promote resilience: the emphasis on exercise and physical health, clear identity and rank structure, the cohesion and community that quickly builds in most groups, a strong sense of mission and purpose, good public perception of military service, and the feeling of being part of a special subculture.

Many commanders promote resilience through mandating time off, requiring participation in

AR 165-1 Chaplain Activities in the U.S. Army, 1-4: "Title 10, United States Code, section 3073 (10 USC 3073), section 3547 (10 USC 3547), and section 3581 (10 USC 3581) establishes the position of chaplain in the Army and...prescribes the duties of that position. Chaplains are required by public law to conduct religious services for personnel of the command to which they are assigned. The duties of chaplains beyond those specifically mandated by statute are derived duties assigned by the Army. Commanders are required by this statutory authority to furnish facilities and necessary transportation to chaplains to assist them in their performance of duty.

c. The First Amendment to the U.S. Constitution prohibits enactment of any law "respecting the establishment of religion or prohibiting the free exercise thereof." In striking a balance between the "establishment" and "free exercise" clauses, the Army chaplaincy, in providing religious services and ministries to the command, is an instrument of the U.S. Government to ensure that soldier's religious "free exercise" rights are protected."

social functions that build relationships outside of the job, team building exercises, etc. One way in which the CMRP can support the commander to strengthen resilience is in training and personal development. The Soldier receives career counseling, OPD or NCOPD training in many subjects, and training in a variety of personal subjects, i.e., suicide prevention. When we cast marriage and family programs, spiritual development programs, individual counseling and ethical training as Army programs intended to develop and strengthen the individual Soldier and the family, we create a whole person approach to the subject.

The point is this: Soldiers can understand that a Strong Bonds event, cadre luncheon, or other chaplain-led event is a professional development program that can help give them what it takes to succeed in their personal and professional life. Every commander knows that their involvement in Soldier's lives is often far more than job-related. The chaplain-led events supported by the CMRP are another positive avenue for outreach to our Soldiers and families.

Strong Bonds singles events are intended to help single Soldiers refine their approach to marriage and to improve their success if they marry/remarry. We use this time to treat all ranks of single Soldiers to a training event, meal and team building exercise. The battalion schedules these events during the normal duty day. It forces the company to reallocate tasks and operate without that Soldier for one day. It gives our single Soldiers time off during the week to do something that is different and feel like the chain of command cares about them. We have executed training at a rock climbing gym, a learning to cook course and paint ball. It's not executed in a classroom environment.

For the single parents the idea is to have them spend time with their children that they would not normally have unless they are in reset between cycles. Our normal training event includes material covered by the chaplain for the Soldiers, a break to pick up the kids after school so they don't have to go to day care and then an activity for the parent and children with a meal. In the past we have coordinated with the education museum, Monkey Joe's and the water park.

Our married Soldiers and/or their spouses are often remarried with mixes of children in complex arrangements of legal rights and obligations. Family and couples events are obviously aimed at

strengthening the relationships that exist. We have held different levels of events to include couples dinner with child care offered, dinner with the family and the ever popular Strong Bonds weekend retreats. The most successful event was a dinner where the senior spouses talked about different topics facilitated by the Chaplain and answered questions from the other spouses.

Religious literature and worship items such as prayer rugs and rosaries are meant to support the Soldier in their individual faith. This is especially true for members of low-density faith groups who can easily feel isolated. Reading material intended to reinforce religious teaching, help strengthen relationships, or to provide education such skills as communication can be helpful to Soldiers as they pass the time on overnight duties or long afternoons at the range.



The CMRP also frequently provides for training for the chaplain. This helps keep the religious services provider up-to-date and in touch with the faith community that they come from. This reflects back in private counseling and in training conducted in suicide prevention, ethics, and other topics.

The chaplain is first a religious representative, accountable to a civilian faith community. In this role, the chaplain conducts services under the direction of the Chaplain Corps' chain of command. In the secondary role of staff officer, the chaplain does many more or less generic tasks. Seeing to it that the commander's CMRP is successfully implemented is part of the specialized staff officer role, and the ultimate outcome of that plan is improved resilience across the formation.

---

**Chaplain (CPT) George Perry is the Battalion Chaplain for the 2nd Battalion, 60th Infantry Regiment, 193rd Infantry Brigade. LTC Eric Schourek is the Commander of 2nd Battalion, 60th Infantry Regiment, 193 Infantry Brigade.**

---



## ***"Soldiers need Leadership not Liker-ship"***



**A**DP 6-22 chapter 1-1 defines Leadership "as the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. As an element of combat power, leadership unifies the other elements of combat power (information, mission command, movement and maneuver, intelligence, fires, sustainment and protection). Confident, competent, and informed leadership intensifies the effectiveness of the other elements of combat power".

Liker-ship; Webster defines the word "Like" or "likeable" as to be suitable or agreeable to or having qualities that bring about a favorable regard. "A leadership style is a leader's style of providing direction, implementing plans, and motivating people. It is the result of the philosophy, personality, and experience of the leader".

As human beings we all want to feel appreciated and favored by our Soldiers and senior leadership. This desire to be liked can cause many inexperienced leaders to make popular decisions versus tough decisions. Leadership is not measured by a popularity contest. Although being liked is helpful, the problem occurs when leaders value being liked to such an extent that they make careless decisions because all favor the decision.

Good leaders, to be effective, must be respected, credible, and be an overall good role model. Good leaders demonstrate honesty, personal commitment and most importantly common

sense. They exercise good judgment and evaluate Soldiers through their behavior and actions, not their personality. Good leaders listen carefully and provide timely feedback to their Soldiers, exercise sound judgment and practice patience (which is essential to the professional growth of their Soldiers and the overall success of the organization), implement systems within their organization in order to maintain "good order and discipline" and check to confirm that Soldiers accomplish each task to standard. Good leaders create time and procure the resources necessary to certify their Soldiers and continue to seek self-improvement. ADP 6-22 clearly states that "leaders have a duty to improve themselves, their existing organization and develop their subordinates as well". This should be a daily commitment. Soldiers will remember how you arrived and in what condition you left the organization, especially at the end of command. If you are constantly concerned with making everyone happy, you are destined to fail.

ADP 6-22 chapter 5-17 states that "emotionally balanced leaders are able to display the right emotion for a given situation and can read others' emotional state. They draw on experience to provide Soldiers the proper perspective on unfolding events. They have a range of attitudes, from relaxed to intense, with which to approach diverse situations. They know how to choose what is appropriate for the circumstances. Balanced leaders know how to convey urgency without throwing the entire organization into chaos". We all strive to be well- balanced leaders, so it is important



to know yourself and the capabilities of your organization. Be honest with yourself and practice patience as you and your organization continue to grow and become successful.

There will be friction between a leader and the organization; this is healthy. A leader who cares about the reputation and well being of the people in the organization will continue to demand more from their Soldiers. The desire to be better should be a constant. This desire must be instilled in the organization from the day the leader assumes responsibility or command of that organization. The leader must identify training deficiencies and work to eliminate mediocrity in the organization. Your Soldiers will not always agree with the changes that you make, especially if they are accustomed to conducting training to antiquated standards. It is your job to shape your organization and inspire greatness within your Soldiers.

A company commander is awarded a sacred trust when they accept a Command. "Command is the authority that a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment. Command includes the leadership, authority, responsibility, and accountability for effectively using available resources and planning the employment of, organizing, directing, coordinating, and controlling military forces to accomplish assigned missions. It includes responsibility for unit readiness, health, welfare, morale, and discipline of assigned personnel". You are going to make tough decisions every day. Each decision that a leader makes, affects someone's life, either positively or negatively. ADP 6-22 chapter 1-17 states that "commanders and subordinates rely on each other to perform their duties with competence and integrity". Leaders have to answer for how Soldiers live and act beyond duty hours. "Society and the Army look to leaders to ensure that Soldiers receive the proper training and care, uphold expected values, and accomplish missions". Soldiers need direction, motivation and accountability. Soldiers need leadership not liker-ship.

ADP 6-22 chapter 6-15; defines influence as "getting people to do what you want them to do". It is the means or method to achieve two ends: operating and improving. There's more to

influencing than simply passing along orders. The example you set is just as important as the words you speak on and off duty. Through your words and examples, you must communicate purpose, direction, and motivation. Command is a full time job. There are no days off until the day you relinquish command. Leaders are accountable for the actions of their subordinates at all times. We must hold ourselves and our Soldiers accountable.



A few months ago while in command, my company conducted a buddy-team blank fire exercise in preparation for a buddy-team live fire exercise. During the training, I observed a training deficiency, which forced me to stop training. I instructed the senior Drill Sergeant on the range that day to re-train one of my four platoons. Prior to the execution of the training, I gave each Drill Sergeant my intent which was the Drill Sergeant who is the primary instructor on the range will make all safety corrections as each trainee or battle buddy team executes the training on each of the lanes.

This meant that the Drill Sergeant was to physically walk up and down each lane, observe trainee actions and make necessary safety corrections, as well as provide feedback to the trainees as they maneuvered the lane. At the end of the exercise, the Drill Sergeant would conduct a brief After Action Review (AAR) with the buddy-team.

If the trainee met the standard then they would move to the concurrent training scheduled for the day. If the trainee did not meet the standard, then they would conduct retraining and most importantly, the Drill Sergeant cannot delegate this task to the trainees at anytime during the exercise.

My guidance was to conduct blank fire in the same manner we would conduct live fire in order to build confidence in the trainees and minimize any fatal safety accidents.

Pulling my cadre aside (ten Drill Sergeants, each with two or three years of Basic Combat Training experience among them) and out of sight of the trainees, we conducted an AAR. Once the AAR was complete, I gave guidance to retrain 50 trainees on the proper action, conditions and standards for buddy-team live fire exercise. They (the Drill Sergeants) were not happy with my guidance and there was much concern regarding the day's motor movement and dinner schedule but little concern for the quality of training given on that day. I was disappointed that one of my Platoons did not meet the standard, but what they were all unaware of was that I was disappointed with myself as well. Somewhere during coordination and the rehearsal process, one of my Drill Sergeants did not understand my intent and they failed to ask for clarification. I also failed to identify the issue until it was brought to my attention during the blank fire training.



While the Soldiers were receiving remedial training, I had an in-depth conversation with the platoon sergeant whose platoon had to be re-trained. He and I discussed expectations, actions, conditions and standards during training pertaining to the buddy-team live fire exercise. As we spoke, he understood my concerns regarding the quality of training that the company provided the Soldiers. While I was not the most favored commander that day I still had a duty to lead

my company. Soldiers need feedback, whether negative or positive. There is always a lesson to be learned. In that moment my main concern was the quality of training that my Cadre and I were providing the Basic Combat Trainees and not the ego or hurt feelings of one of my Drill Sergeants. Being the professional that he is, the Drill Sergeant understood my point of view and executed the remainder of the training to standard.

Leaders must provide feedback to Soldiers. They must manage personnel properly and allow them time off to be with their families and loved ones. Encourage them to improve their professional and spiritual well being by attending advance schooling and unit strong bonds activities. Continue to educate Soldiers on composite risk management as well as safety standard operating procedures for each particular installation. Soldiers need leadership not liker-ship.

---

***CPT Camille N. Morgan is the Commander of Bravo Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade***

---

<sup>1</sup> Lewin, Lippitt; Careers from Finance and investing retrieved 16 March 2012.

A person wearing a blue helmet, a teal tank top, and black shorts is rappelling down a large, reddish-brown rock face. They are suspended by ropes and a harness. The background shows a vast, open landscape with a body of water and distant hills under a blue sky with light clouds.

ONLY THOSE WHO WILL RISK GOING TOO FAR CAN  
POSSIBLY FIND OUT HOW FAR THEY CAN GO.

T.S. ELIOT



# Fueling Future "Tactical Athletes" in Basic Combat Training (BCT)



CPT Vincent Cerchione

The transformation process of America's civilians into Soldiers is a difficult process, conducted by America's finest Noncommissioned Officers and Officers. However, one aspect that can be overlooked in the transformation process is the idea that these future Soldiers are being trained to be a "tactical athlete". There are many definitions throughout the internet about what people think a "tactical athlete" is, but the National Strength and Conditioning Association (NSCA) definition encapsulates what we, as trainers of Soldiers, are trying to build in BCT; "a Soldier that engages in combat and requires high levels of strength, speed, power and agility. This Soldier must be both aerobically and anaerobically fit to meet the demands of combat in order to defeat the enemy."

Daily Physical Readiness Training (PRT) and combat training are the essential tasks in developing the tactical athlete. Nevertheless, there is an aspect of every athlete's training that is crucial to the development of all tasks and skills: nutrition. In order for athletes/Soldiers to perform at their peak, they need the right fuel for strength, speed, power, agility, mental toughness and durability. BCT Soldiers are kept active 7 days a week, burning calories at an exponential rate. The US Department of Agriculture estimates that an active man needs approximately 3000 calories a day, while active women need about 2400 calories a day.

The Army has taken huge strides in educating Soldiers on proper nutrition. The Army instituted the "Go for Green" program, labeling foods for a Soldier's quick assessment to its nutritional value. Nevertheless, nutritional fueling utilizing only three meals a day is not adequate to influence Soldier performance. In an effort to study the impact of

Soldier nutritional fueling, Training and Doctrine Command (TRADOC) began a yearlong study in May of 2012 "in order to optimize performance by replenishing muscle and liver glycogen stores" and "obtain, record and forward metrics data in order to support research" (TRADOC TASKORD # 2083-T Recovery Fuel Nutrition Program in BCT).

The Recovery Fuel Nutrition Program's intent is to provide Soldiers with "a recovery bar (granola type bar containing a minimum of 28-30 grams carbohydrate, 8-9 grams protein, 3-5 grams fat, and a minimum of 10% Daily Value for iron (if available) to all BCT Trainees for eleven specific training events." Those events, listed in figure 1, are spread out at key times throughout the BCT cycle.

My company was tasked with collecting data for TRADOC which includes 1-1-1 initial PRT assessment, beginning and ending height and weight from a cycle and the End of Cycle Army Physical Fitness Test (APFT). In addition, throughout the process, Foxtrot Company provides the data directly to DCG-IMT, along with feedback as to availability of nutrition bars, whether the dining facility is following the "Go for Green" program and observations throughout the cycle.

The company's focus throughout this program has been a lifestyle change for Soldiers; to emphasize the importance of nutrition and helping Soldiers to understand that fueling their bodies during long periods of exercise will actually aid them rather than hurt them. Many Soldiers that arrive at Basic Training come from sedentary lifestyles, where proper nutrition may not have been available or emphasized as important. Our



Drill Sergeants focus, from Day 1, is to help Soldiers understand the importance of proper nutrition and that eating right will actually lead to weight loss and muscle gain, rather than their (Soldiers in Training) attempts to reduce their food intake.

For seasoned Soldiers, nothing that I am describing is rocket science. However, TRADOC's testing of this program is for several reasons:

*-First and foremost, is this program financially feasible to support? In order to determine whether funds are allocated to buy and distribute the nutritional bars, TRADOC must determine if the program is successful and can be expanded to assist all BCT Soldiers.*

*-Does nutritional fueling impact BCT Soldiers in the Toughening Phase of PRT?*

*-Are the bars being utilized the right type to be used or is there another product that may offer a better blend of carbohydrates and protein?*

Soldiers can go for over 12 hours without eating another meal after having dinner the night prior (ex. Soldier eats dinner at 1700 and has APFT at 0530 the next morning). Elite athletes, distance runners, and endurance athletes have always known in order to perform their best; they have to eat before, during and after vigorous exercise. How can we train our Soldiers to be tactical athletes if we do not take into consideration their fueling needs in order to "be both aerobically and anaerobically fit to meet the demands of combat in order to defeat the enemy?"

Our company leadership believes that Soldiers focusing on proper nutrition and fueling at the right times aid them during events in BCT that are physically demanding and challenging. From PRT to road marching to Field Training Exercises,

Training Event	Timing
	NOTE: Basic guidance provided below. Drill Sergeants/Cadre will determine based on their assessment of Soldiers' performance needs and training sequence
(CT) Confidence Tower	At event: optimal at midpoint or end
(OC) Obstacle Course	At event: optimal at midpoint or end
(FM1) Foot March 1 (4k)	Optimal just prior to start of event
(FM2) Foot March 2 (8k)	Optimal just prior to start of event
(FM3) Foot March 3 (12k)	Optimal just prior to start of event
(FM4) Foot March 4 (16k)	Optimal at midpoint or end
(NIC) Night Infiltration Course	At event
(BTT) Basic Tactical Techniques (BTT) 2	At event
(FTX 3) FTX 3 (first evening/night)	Start of FTX 3
(PT 1) Diagnostic Physical Fitness Test #1	Last formation night before
(RPT) Record Physical Fitness Test	Last formation night before

Figure 1

Soldiers are less fatigued, have more energy and are able to perform better. Over the last three cycles we have been tracking the data, with Drill Sergeants emphasizing proper nutrition, nutritional fueling and PRT. We have seen a steady rise in our company APFT average, resulting last cycle with a 250 overall company average on the APFT. Most of our Soldiers each cycle are exceeding the BCT standard of 50 points in each event and are heading to their Advanced Individual Training meeting or exceeding the Army standard of 60 points in each event.

We must approach Soldier fueling with the same mindset that we do with fueling our vehicles. We continuously fuel our vehicles to go long distances and many of us put better fuel in our cars, believing that high performance vehicles deserve higher performance fuel. The same must be done for our Soldiers as we prepare them for the rigors of the battlefield in this time of persistent conflict. TRADOC's Recovery Fuel Nutrition Program is the first step as we not only transform civilians into Soldiers, but as we learn and apply the skills continuing to transform our Army's culture, making Soldiers healthier, fitter and more lethal.

---

**CPT Vincent Cerchione is the Commander of Foxtrot Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade**

---

# *Jackson Journal* **Articles Needed**

The Jackson Journal is always in need of articles for publication. Topics for articles can include any aspect of training or leading Soldiers in Initial Military Training (IMT). If you are unsure whether a topic is suitable, please contact us.

Feature articles are usually between 2,000 and 4,000 words (but those are not rigid guidelines). We prefer clear, correct, concise, and consistent wording expressed in the active voice. Also, please spell out all acronyms and abbreviations the first time you use them.

Photographs or graphics that support your article are encouraged when you submit your article, please include the original electronic file of all graphs (jpeg, power point, etc).

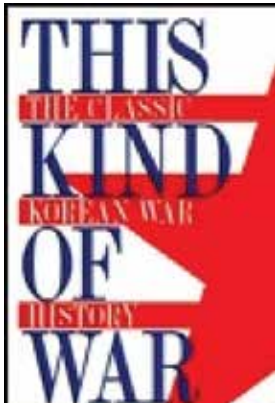
Submit articles NLT 15 July 2013 for the August-November 2013 issue by email to: [michael.ryan9@us.army.mil](mailto:michael.ryan9@us.army.mil) or [john.d.philibert.civ@mail.mil](mailto:john.d.philibert.civ@mail.mil)

“A good company idea in tactics is likely to remain confined to one company indefinitely, even though it would be of benefit to the whole military establishment”.

*S.L.A. Marshall*

*Men Against Fire: The Problem of Battle Command, 1947*

# Reading List



***This Kind of War: The Classic Korean War History***

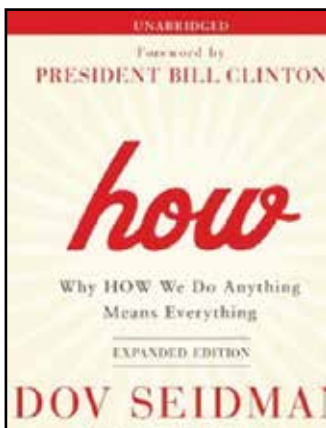
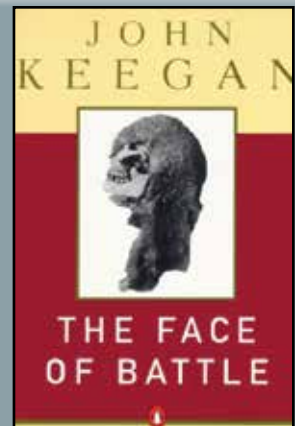
T. R. Fehrenbach // Washington, D.C.: Potomac Books, 2001

This volume is a dramatic account of the Korean War written from the perspective of those who fought in it. Taken from records, journals, and histories, it is based largely on the compelling personal narratives of the small-unit commanders and their troops. It provides both a broad overview and a direct account of American troops in fierce combat. Fifty years later, *This Kind of War* commemorates the past and offers vital lessons for the future.

***The Face of Battle: A Study of Agincourt, Waterloo, and the Somme***

John Keegan // New York: Penguin Books, 1983

One of the classics of modern military history, *The Face of Battle* brings to life three major battles: Agincourt (1415), Waterloo (1815), and the first battle of the Somme (1916). The author describes the sights, sounds, and smells of battle, providing a compelling look at what it means to be a Soldier and how hard it is to describe realistically the dynamics of combat.



***How: Why How We Do Anything Means Everything***

Dov Seidman // New York: John Wiley and Sons, 2011

The flood of information, unprecedented transparency, increasing interconnectedness-and our global interdependence-are dramatically reshaping today's world, the world of business, and our lives. We are in the Era of Behavior and the rules of the game have fundamentally changed. It is no longer what you do that matters most and sets you apart from others, but how you do what you do.



## Medal of Honor Recipient



### Sergeant Richmond Hobson Hilton

Sergeant Richmond Hilton, U.S. Army, Company M, 118th Infantry, 30th Division for extraordinary heroism in action near Brancourt, France on 11 October 1918. While SGT. Hilton's company was advancing through the village of Brancourt it was held up by intense enfilading fire from a machine gun. Discovering that fire came from a machine gun nest among shell holes at the edge of the town, SGT. Hilton, accompanied by a few other soldiers, but well in advance of them, pressed on toward this position, firing with his rifle until his ammunition was exhausted, and then with his pistol, killing 6 of the enemy and capturing 10. In the course of the daring exploit, he received a wound from a bursting shell, which resulted in the loss of his arm.

SGT. Hilton's heroic action reflects great credit upon himself and keeping with the highest tradition of the United States Army.

